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ABSTRACT

This survey identifies a number of materials and approaches in social studies/social science education containing one or more components useful for global education. These components are described analytically, in a format designed to facilitate comparisons among materials. The intention of the authors is to provide a handy, practical tool for teachers and curriculum supervisors in their attempts to select new materials appropriate for integration within the existing curriculum to help students better understand the realities of the global dimension of their lives. Fourteen projects are analyzed and indexed by subject, director, source, publisher, and grade level; twenty-two simulation/games and eight global education projects or organizations are annotated. The introduction to the survey and a final bibliography give an overview of global (international) education as a part of high school curricula from the earlier 1960's to the present. (Author/JH)

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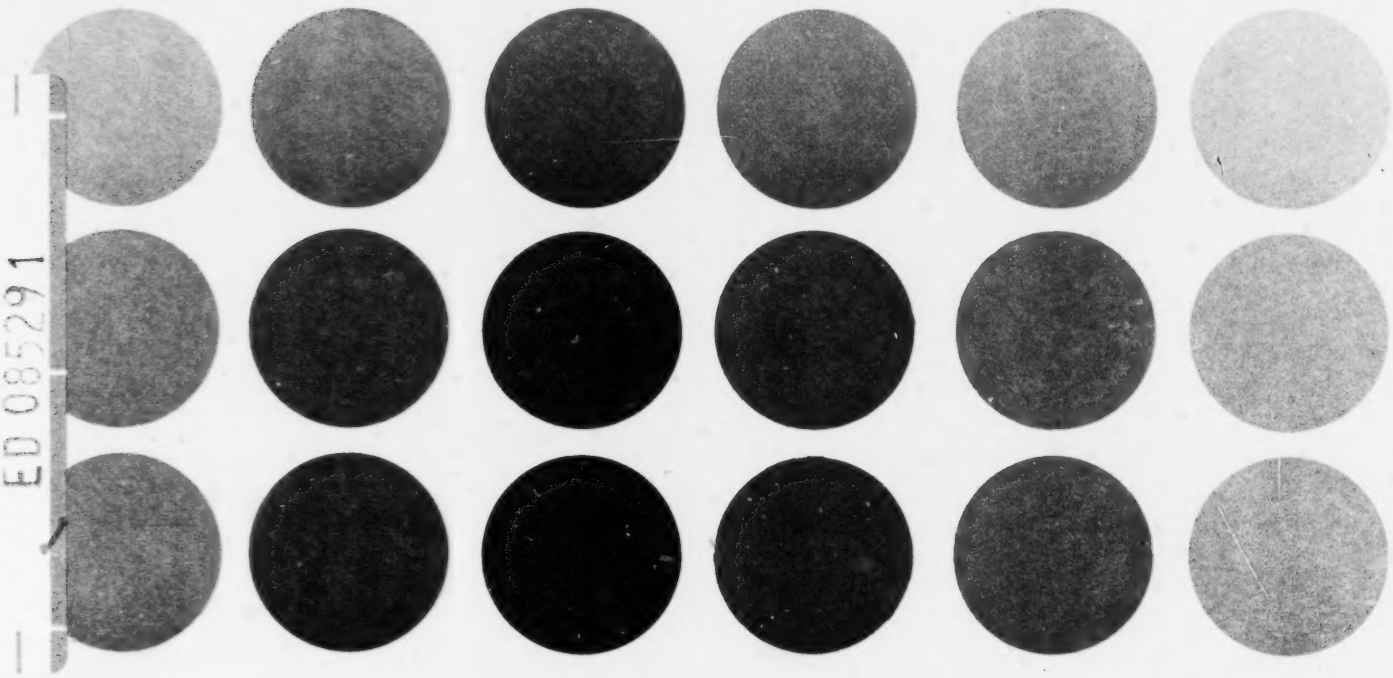

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GLOBAL DIMENSIONS IN THE NEW SOCIAL STUDIES

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FOREWORD

As the 1960s came to a close, international studies education was in a period of retrenchment at the same time it was reaping the benefits from the activities of the previous decade. Beginning around 1968, it became increasingly clear that there would be a sharp reduction in both government and foundation funds for international studies education. At approximately the same time, the curriculum materials from many of the social studies projects became available for use in classrooms.

It was in this atmosphere that this survey of materials was undertaken. The time seemed opportune for an assessment of the degree to which international studies concepts and, more specifically, cross-national and global perspectives had permeated the major social studies curriculum projects. Perhaps even more important was the need to communicate to teachers information about readily available materials suitable for use by those seeking to up-grade the international and global components of their social studies courses.

This need was being met in the mid-1960s in various ways: through (1) NDEA and EPDA summer institutes; (2) the activities of the School Services Division of the Foreign Policy Association; (3) the programs and materials of the various organizations focusing on geographic regions, e.g., the Asia Society and the African-American Institute; and (4) the work of other groups, such as the Institute for World Order (known at the time as the World Law Fund) and the councils of world affairs.

But the mood of America shifted in the late 1960s. There was a turning away from things international. Many factors have been cited as contributing to this change in the American mood--the war in Vietnam, the urgency of domestic needs, a "tax-payers' revolt" leading to an overall reduction in government expenditures, etc. Regardless of the causes, the consequence has been that interest in and resources for international studies have declined drastically. The organizations working in this field have all reduced their activities sharply. Some have even gone out of existence or ceased operations entirely.

I hope that this publication will serve in some small but significant way as a substitute for at least one of the functions performed by these organizations, namely identifying materials of interest to those teachers who have become aware of the need to "globalize" the social studies curriculum.

Finally, this survey represents an important bridge-building exercise. It was carried out under the joint sponsorship of the Center for Teaching International Relations, which is part of the Graduate School of International Studies at the University of Denver, and of the American Political Science Association's Committee on Pre-Collegiate Education. It is the product of the efforts of a secondary school educator, Gary Smith, and a university educator, John Spurgin. They have been able to combine their own special skills and expertise for the benefit of others. The analytic framework underlying the survey is academically sound without being overly abstract, and the survey itself is designed and presented in a manner which should be optimally useful to the classroom teacher. In my experience, the examples of truly successful efforts at bridging the chasm between pre-collegiate and higher education are few. This survey seems to be one.

Maurice A. East, Professor
Department of Political Science
University of Kentucky

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The authors wish to express appreciation to the following people whose contributions made the completion of this survey possible: Our special thanks to Charles R. Rivera, Director of the Center for Teaching International Relations, without whose support this survey could not have been completed. Mr. Rivera's guidance and suggestions are an integral part of this work. Mary Jane Turner made our task easier by providing consultation and a basic format from which to begin a review of the project materials. Additional thanks are due Lee F. Anderson of Northwestern University and Richard Remy of the Mershon Center as co-directors of the Political Science Education Project. Appreciation is expressed to past and present members of the American Political Science Association Committee on Pre-Collegiate Education: Richard Snyder, Chairman; Jewel Prestage; Fred Greenstein; David Easton; Paul Abramson; David Minar; Harman Zeigler; Howard Mehlinger; and Stephen Bailey. Our thanks to Maurice East of the University of Kentucky for his work on the preface and his continuing support of the project. Edith King of the University of Denver gave time willingly and freely to review the manuscript to determine its appropriateness and quality for publication by the ERIC Clearinghouse for Social Studies/Social Science Education. Nancy Miami deserves our thanks for her contributions to Part III of this work.

Despite the above acknowledgments, we alone are responsible for the views and conclusions presented here and for whatever shortcomings this book may have.

JHS and GRS

ABOUT THE CENTER FOR TEACHING INTERNATIONAL RELATIONS (CTIR)

Since its inception in 1969, CTIR has devoted its energies and resources to increasing the quality and quantity of international studies education provided by schools throughout the Rocky Mountain region. The primary vehicles for addressing this goal have included inservice teacher training, curriculum materials evaluation and development, general information dissemination about international/intercultural materials, and program help of relevance to classroom teachers.

On July 1, 1973, CTIR became a joint project of the Center for War/Peace Studies in New York City and of the Graduate School of International Studies at the University of Denver.

The Center for War/Peace Studies has become nationally recognized as a leader in programming, materials development, and community support-building efforts directed at highlighting global perspectives in pre-collegiate education.

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More detailed information on CTIR and CW/PS is contained in Part III of this volume.

To Kathy and Barbara

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GLOBAL DIMENSIONS IN THE NEW SOCIAL STUDIES

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Introduction

Man's perception of his global image and environment has taken on special significance since the flight of Apollo 8. No longer is it realistic simply to think of the world as nothing more than a loose conglomeration of separate nation-states. The photographs of earth taken from deep space provide visible evidence of our planet's continuity and interrelatedness. These global bonds of unity should be emphasized in our minds and the minds of our children through the educational process.

Further evidence of global interdependence can be found in the expanding network of intergovernmental and nongovernmental organizations, such as the United Nations, the European Economic Community, the Red Cross, and Gulf Oil Corporation. Having witnessed its greatest growth in the period since World War II, this network clearly penetrates national boundaries.*

Also extending beyond national scope are major social problems, which should be seen from a global perspective. If asked, for instance, to list the primary social concerns that might face the United States in the year 2000, a person would find few that applied solely to the United States.

---

*For an analysis of the growth of international organizations, see Chadwick F. Alger, "International Organizations and World Order: Social Science as a Source of New Perspectives" in International Dimensions in the Social Sciences, 38th Annual Yearbook of the National Council for the Social Studies, James M. Becker and Howard D. Mehlinger, eds. (Washington, D.C.: National Council for the Social Studies, 1968) pp. 54-77.

Urbanization, pollution, poverty, crime, drug abuse, health care, human rights, war, and peace are issues that have significant global implications.

Lag in Global Education

The new realities explicated by the Apollo flights and the rapid changes in the post-war period have left us with a "conceptual lag" in global education between the traditional approach--that is, foreign affairs, world cultures, geographical area studies, and so on--and a more innovative approach to the study of our world community. (Becker and Mehlinger 1968, pp. 1-11) Developing a world-view has been, for most children, an unconscious process of integrating into their own perceptions the views held by parents, peers, teachers, and the media toward the world and its problems. Although these socializing agents vary in their awareness of global issues, they have generally promoted the development of a fragmented and disconnected approach to the world among children. As Professor Lee Anderson of Northwestern University has pointed out, this view of the world can be described as

> ...a kind of pool table on whose green surface are found an array of scattered and self-contained billiard balls of various colors....[I]nternational education has been largely a matter of instructing the young about many colorful lands and peoples other than ourselves--of providing them with some information about the different ecologies, the particular histories and the unique cultures of a few of the different balls arrayed about the table's surface. (Anderson 1968, p. 639)

He has also demonstrated that this perception is not necessarily wrong--for great socio-cultural variations exist--but it is incomplete.

During the 1960s, several curriculum projects were undertaken to improve the quality of the teaching of social studies in American schools. Some of the projects contained materials helpful in developing a more realistic view of the world among students. Concurrently, several organizations were established to deal specifically with education about global phenomena. We have found that most of the present curricula, including these, are inadequate in themselves, for assisting students in developing a global perspective. For example, even if a social studies program is more concerned with Sino-Soviet relations today than it was ten years ago, it addresses itself to only a portion of the problem. Unless the program stresses the interrelationships of these two nations with other components of the global system, the same "pool table" image may prevail in the

students' minds. For instance, students would have little understanding of the United States as an entity if their education consists of nothing more than the separate histories and unique characteristics of a few states. (Anderson 1968, p. 642)

The recognition of these inadequacies has sparked much discussion in educational circles about the role of the school in globalizing students' views. The teacher's position in this process has been described by Harold Taylor:

> The principal characteristic of the modern world is not its massive unrest, although that is its most visible one, but its growing and necessary unity--the interpenetration of all lives by every other, the coming together of peoples, cultures, and societies to accomplish common purposes. The teacher is at the center of his own culture and this process of interpenetration. By what he teaches and by what he learns, it is within his power to join with other teachers and their students in every part of the world to create the elements of unity in a world culture. This is what he must now do. (Taylor 1968, p. 16)

Purposes of This Survey

It is the purpose of this survey to help teachers more fully perform this role as integrator and unifier, drawing on materials and ideas from a wide variety of sources dealing with many diverse cultures and societies, but doing so in a coherent manner. The survey identifies a number of materials and approaches in social studies/social science education containing one or more components useful for global education. These components are described analytically, in a format designed to facilitate comparisons among materials. The intention of the authors is to provide a handy, practical tool for teachers and curriculum supervisors in their attempts to select new materials appropriate for integration within the existing curriculum to help students better understand the realities of the global dimension of their lives.

Global Dimensions in the New Social Studies may be utilized to design a special course in international relations, although that is not the primary concern of the authors. We would hope that instead of designing new courses or units on international relations, students and teachers would begin exploring the global dimensions of problems and issues within the existing curriculum. In so doing, the tendency to isolate American studies from the rest of the world might be avoided. We believe that it

is quite possible to demonstrate that the United States is part of a larger system without a major overhaul of the present curriculum.

Specifically, then, how can this survey be utilized? A teacher preparing a unit for a U.S. history course on the American Revolution, for example, could use this study to identify materials and approaches with which to globalize that study. By turning to the charts and narratives in the following pages, he could choose from among a number of case studies and examples of the phenomenon of revolution. These materials would provide some basis for the teacher and students to examine both the similarities and dissimilarities in revolutions across nations and time. The belief that the American Revolution is an entirely unique experience in human history hinders the development of generalizations about revolutionary movements. Comparison is an essential component of the learning process; and the comparative method should be explored with the student.*

In utilizing this guide, the educator must bear in mind the general effort to improve global education throughout the United States. A recent series of booklets, entitled Global Dimensions in U.S. Education, published by the Center for War/Peace Studies, has provided an overview of the tasks of revision and revitalization of global education in the nation's communities and school systems. (Bloomstein 1972) Also, within the more specific context of materials description and evaluation, Mary Jane Turner's work on the analysis of political science content and strategies in the new social studies materials has been a significant influence on our study. (Turner 1971) Use of these references in conjunction with this survey would add breadth to a teacher's or curriculum supervisor's understanding in selecting and implementing new curriculum materials.

Given prior efforts of revision and revitalization of the social studies, we contend that one major educational goal must be the analysis and modification of human behavior. We want to re-emphasize that classroom

*For an appraisal of the importance of comparison in learning, see Jerome S. Bruner, Jacqueline J. Goodnow, and George A. Austin, A Study of Thinking (New York: John Wiley and Sons, Inc., 1956) pp. 1-80: "Functional utility of categorizing." Also see J. H. Flavell, The Developmental Psychology of Jean Piaget (Princeton, New Jersey: D. Van Nostrand Co., 1963) pp. 366-68: "Delimiting and organizing utility of the conceptualizing process." Also see Robert M. Gagne, The Conditions of Learning, 2nd edition (New York: Holt, Rinehart and Winston, 1970) pp. 171-188: "Concept learning."

materials, no matter how exciting and innovative, cannot change schools by themselves, for the most important vehicles of change in these systems are the people who support and function within them. Once the people in the educational system and the community recognize the need for innovation, and once the effort to induce change is set in motion, the next logical step would be to identify classroom materials that are consistent with the goals established by the school and community. We hope this survey will aid in that identification process.

Design of the Survey

We realize that such an undertaking on our part is mammoth, and that the practical limitations of time, money, and other resources prohibit a comprehensive survey of the universe of materials available to social studies classroom teachers. Accordingly, what follows is a guide to selected classroom materials which we think are appropriate for globalizing student thinking.

Criteria for Selection of Materials To Be Included in Survey: Goals and Objectives of the Materials. A study conducted in 1969 under the supervision of the Foreign Policy Association, entitled An Examination of Objectives, Needs and Priorities in U.S. Secondary and Elementary Schools, has furnished us with two essential tools for our work. First, it has supplied a definition of international education (or as we prefer to call it, global education) broad in scope and exciting in its implications for curriculum development: international education consists of

> the social experiences and learning processes through which individuals acquire and change their images of the world perceived as a totality and their more specific orientations toward particular components of the world system. (Foreign Policy Association 1969, p. 65)

The goal of global education, then, may be stated as the development of student understanding of the world social system--its structure and its major social processes and problems--through the growth of the student's capacity to consume discriminately and process critically information about the global environment. (Foreign Policy Association 1969, Chapter 2) Thus, the FPA report has supplied us with a delineation of the scope of the educational objectives which we have sought to cover in our survey of curriculum materials.

Second, the FPA study has offered a set of more specific criteria with

which to check the suitability of the objectives of the materials we chose to survey. Briefly stated, the objectives we determined should be dealt with by the materials surveyed were:

1. Overcoming the Western orientation found in most textbooks and curricula and helping students achieve a more objective and global perspective on cultural, economic, and political diversity.

2. Developing empathy toward other cultures and values, both in the United States and worldwide, along with an appreciation of the similarities and differences in human life around the world.

3. Increasing student awareness of the natural ethnocentric bias in the way people see each other and helping them reduce this bias.

4. Helping students develop the independence of thought and the techniques and methods of inquiry necessary to cope emotionally and intellectually with the continuing change, complexity, and ambiguity in human affairs.

5. Helping students develop an understanding of the process of decision-making in regard to international and global issues.

6. Helping students imagine and make objective choices about the world of the future and their probable role in it by emphasizing a global and future-oriented perspective. (Becker and East 1972, p. 34)

Criteria for Selection of Materials to Be Included in Survey: Other Characteristics. Delimiting the content and objectives of the materials to be surveyed as above still left us with a tremendous number of materials packages to review. Thus, it was necessary to apply further criteria--sometimes resulting in rather arbitrary decisions about which projects to include and which to exclude. Fourteen national projects, out of the abundance of new social studies materials available, have been selected for analysis in this book. The following guidelines were applied in the selection process:

1. The materials had to be accessible to teachers, either through commercial publishers, through the projects themselves, or through the ERIC system.

2. In the majority of cases, the projects chosen were the products of federally funded, university-based organizations, frequently referred to as the "new social studies" projects. We have chosen to survey materials produced by two sources--national social studies curriculum projects and independent organizations involved in global education. We believe that these sources have contributed materials that are particularly useful in developing global views.

3. The materials had to be of fairly recent origin, written since 1965.

4. The materials chosen were developed for use in secondary social studies courses (grades 7-12). While our teaching experience and academic preparation are more suited to secondary materials analysis, we are aware of the need to deal with student attitudes at the lower levels; and we believe it is essential that a survey of elementary resources be conducted soon.*

5. A substantial amount of global content in a project made it eligible for inclusion. (Admittedly, almost every project devoted attention to global issues. But the idea of seeking out every page, chapter, or unit in each one of the projects for a global component seemed totally impractical.) A few materials of which the concern was not primarily global, such as the Introduction to the Behavioral Sciences text from the Carnegie-Mellon Project and three of the units from the Harvard Project, were arbitrarily selected for examination. Our motive here was to lift elements of a global import out of a domestic context to suggest how slight modifications might make the materials useful for comparative studies.

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*At the time of publication of this survey, a review of elementary materials in international education was in progress--Roger Berg, "Resources for Teaching International Education in the Elementary School Social Studies Curriculum, K-8," unpublished Doctoral dissertation, Northwestern University (1972).

Additional sources of information about the international content of elementary materials include the American Political Science Association-National Science Foundation Elementary Curriculum Study Project, which is currently conducting a review of elementary school materials, the results of which will be made available in the form of guidelines for curriculum revision; the APSA-NSF project is also currently conducting a survey of approximately 20,000 elementary teachers to find out what materials they are currently using and what kinds of materials they would like to see produced in the future. The results of the latter survey should be useful in determining strengths and weaknesses in global education at the elementary level.

Additional information on the global component of social studies content can be found in: Robert J. Goldstein, "The Elementary School Curriculum and Political Socialization," unpublished Master's thesis, Department of Political Science, University of Chicago (undated); and "Political Education in the Public Schools" The Challenge for Political Science," Report of the American Political Science Association's Committee on Pre-Collegiate Education, Political Science (Summer 1971) pp. 437-447.

We have reached no rigid positions on which teaching methods and techniques are superior to others.* We do favor a more open approach than the authoritarian classroom model suggests; and much of the new social studies is appropriate for use in an open atmosphere. In addition, priority is placed on whether the materials are motivating, i.e., whether they induce students to want to pursue the topic under consideration. Regardless of the danger that "one man's meat" may be "another man's poison," judgments had to be made concerning the appeal of the materials--to do less would have diminished the utility of this survey.

Global Education and the New Social Studies. The fact that this study involves the new social studies has special significance for global education. First, the new social studies represent a valuable effort to improve the quality of instruction in American schools; and second, they focus on the global dimensions of issues to a greater extent than the more traditional social studies materials.

Our primary criticisms of the materials in this survey shall be directed toward the global components of the materials. There are, however, two criticisms of the new social studies materials worth mentioning here because of their relevance to the general effort to improve social studies education.

One major criticism of the new social studies materials is that "much of the output of the 'curriculum development decade' of the 1960s was too rigid to fit the more flexible, inquiry-oriented, open teaching style of the 1970s, and consequently, the year-long or semester 'lock-step' course materials produced during the 1960s seem less appropriate today." (Becker and East 1972, p. 18)

Second, with a few exceptions, the project materials are predominantly

*Attention given to teaching strategies employed by the projects is minimal in this survey. Our major concern was whether or not strategies and techniques in the materials were consistent with goals established for global education. For more thorough explanation of the strategies and techniques used in the projects, as well as for additional descriptive and evaluative information on each project, see the Social Studies Curriculum Materials Data Book (Boulder, Colorado: Social Science Education Consortium, 1971-); Norris Sanders and Marlin Tanck, "A Critical Analysis of Twenty-Six National Social Studies Projects" in Social Education (April 1970); and "In-Depth Evaluations of Social Studies Curricular Projects, Programs, and Materials" in Social Education (November 1972).

cognitive in orientation. From many teachers' and students' viewpoints, more attention needs to be devoted to the affective domain to stimulate interest and to depart from the often excessive abstraction of the subject matter. A recent study by Jan L. Tucker, which appeared in the May 1972 issue of Social Education, has indicated that many educators involved in preservice teacher training have voiced similar criticisms. According to the study, these educational leaders would like to see more "community learning activities, more social action, and more emphasis on the affective domain...not the specific details of a large number of pre-packaged curricula." (Tucker 1972, p. 554)

Many of the difficulties in using pre-packaged materials can be overcome in the hands of a skillful teacher. Similarly, the successful use of inquiry depends a great deal on the teacher and a classroom atmosphere conducive to trust, to the desire to search, and to a willingness to suspend judgment temporarily. Some of the materials we have surveyed could take much of the excitement out of inquiry if the teacher were to follow meticulously the teaching procedures outlined in the teacher's manual. Having students move mechanically through successive stages of an inquiry model each time a "problem-solving" situation arises could leave them bored and frustrated. The realities of the classroom dictate this possibility despite the well intentioned motives of educators to have students internalize a systematic procedure for problem-solving. As Martin Laforse so aptly remarked,

> The problem with many pre-packaged materials is that they abstract out the burning cares of youth while failing to generate new contents. While they may simplify the task of the teachers, these materials and an excessively mechanical conception of inquiry can reduce the whole procedure to a ritual. (Laforse 1970, p. 81)

Simulation/Games and Organizations. Though the bulk of this survey (Part I) focuses on materials with a global dimension, we have also included sections on simulation/games (Part II) and on organizations related to global education (Part III).

Part II, describing some of the simulation/games available on the market, has been designed to suggest some of the models useful for teaching about important global concerns. Although this is not a complete listing, suggestions have been included to aid the teacher in obtaining information about additional simulations for classroom use.

In Part III, we discuss organizations concerned with the improvement

of global education in order to publicize their work and the kinds of classroom materials they produce. Their roles in curriculum development are vital. The overriding goals of these organizations is to develop a global perspective in schools and communities throughout the nation. For further information on these organizations and their roles, see the May/June 1969 issue of Intercom, entitled "U.S. Voluntary Organizations and World Affairs."

Summary of Findings

As previously stated, our primary task has been to evaluate selected social studies project materials in terms of their suitability for global education. In doing so, we have utilized criteria provided by An Examination of Objectives, Needs and Priorities in International Education. The following observations apply to the projects as a whole; certainly, individual projects deviate in various degrees from these generalizations.

First, although the projects can be utilized to aid students' understanding and knowledge about the world, very little attention is paid to the concept of the world as a total system, as a distinct entity composed of physical and living subsystems. The projects do provide, however, materials and activities which introduce the notion of universal patterns of human behavior and, in particular, the importance of culture and cultural systems in molding values and human behavior.

Second, few of the projects attempt to study social systems in a comparative manner, applying common conceptual frameworks to several case studies or several sets of data. Area studies abound with parallel descriptions of various social systems; but the lack of comparative frameworks impedes any opportunity for students to compare systematically.

Third, virtually none of the projects is directly concerned with international relations. Very little attention is devoted to interaction between nation-states. Foreign policy actions are examined, but without reference to the structure and processes (conflict, integration, communication, etc.) of the global political system, conceived of as the totality of inter-nation interaction.

Fourth, perhaps the strength of the projects lies in their pedagogical efforts to help students develop skills in making analytical and normative assessments of various cultural systems. In addition, the projects do attempt to aid students in becoming aware of the "realities of the human condition" through various studies of diverse human actions and social

institutions.

In summary, most of the projects are nation- or area-oriented, marked by a thorough lack of comparative analysis, and with little awareness of the global system of man. There exists, then, a critical need for materials which analyze the world as a global system, both as it is and as it may develop in the future.

How to Use This Book

The pages that follow are divided into three sections, each offering information about a different type of instructional resource. Part I, Analyses of the Global Dimension in 14 National Social Studies Projects, describes selected curriculum materials resources. Part II, An Annotated List of Simulation/Games with Global Dimensions, describes selected simulations/games useful for international studies. Part III, An Annotated List of Global Education Centers, Projects, and Organizations, describes a number of organizational resources that offer services and products in the realm of global education.

We do not anticipate that the reader will have any difficulties in using Parts II and III, since the information contained in those sections is presented in a familiar "annotated list" format, with the resources listed in alphabetical order by name in each section. However, Part I, in which curriculum materials are analyzed, utilizes a format that might be confusing to the reader without some guidance. The special format was devised because, once the user becomes acquainted with it, it yields a great deal more information more rapidly than any standard sort of annotated-list approach.

Fourteen social studies curriculum materials packages are analyzed in detail in Part I. The project materials packages are analyzed one at a time, ordered alphabetically according to the name of the project. Since some readers may be unfamiliar with the official names of some projects, but may know the materials by a published title different from the project name, or name of their institutional sponsor, their director's name, or the name of the publisher, we have provided several cross-reference lists at the end of Part I. Each project has been cross-referenced by (1) sponsoring institution, (2) curriculum title (if different from the project name), (3) director(s) name(s), (4) publisher, (5) subject matter, and (6) grade level.

If you are looking for a specific set of materials and do not find

it immediately by checking through the analyses themselves, check the cross-references at the end of Part I.

There are two sections to the analysis of each set of materials. The first is a narrative description of the materials and the second is a chart, or checklist, giving in summary form the main characteristics of the materials.

The narrative portion of each analysis begins with certain crucial identifying data on the project at the top of the page. The first line gives the name of the project; this is followed by the name of the sponsoring institution and, finally, the title of the curriculum materials, if it differs from the name of the project itself. Next comes the name of the project director(s) and his or their address (except in those cases in which the project has ended). This is followed by availability information, i.e., the source through which the materials can be obtained (sometimes the publisher, sometimes the project itself, and sometimes the ERIC system). The grade level(s) for which the materials are designed is given next; and finally limited price information is given at the end of the identifying information. (The prices listed are the school, or net, rather than the list prices, and are those that were in effect as of the end of September 1973, to the best of our knowledge. Readers should always check with the publisher or project before ordering.)

Underneath the identifying information, the descriptive narrative on the materials begins. This offers an overall description of the rationale, objectives, content, teaching strategies, and intended user characteristics for the materials; cites specific portions of the materials that are particularly useful for global education; and comments on the quality and scope of the international content of the materials. The authors have also sometimes offered suggestions on how the materials might be modified for special global education applications. (The following subsection of this introduction, "Terminology Used in the Analyses," gives definitions of the terms the authors have used in the narratives to describe teaching strategies.)

The second portion of each materials analysis is a two-page checklist. The purpose of the checklist is to identify at a glance the significant characteristics of specific materials. Across the top of the checklist are found the titles of the specific segments (i.e., units, episodes, etc.) that are being examined within the total materials package. Down the left-hand side of the checklist are listed the significant dimensions of <u>any</u> global

education materials and the range of alternatives within each dimension. The dimensions include: copyright date, grade level, subject area, physical components of the materials, duration or teaching time, types of student materials furnished, and central international studies concepts emphasized by the materials. The last dimension--central concepts--is further broken down into subfields of international studies on which materials might be based, international relations approaches that might be utilized by the materials, level of analysis employed in the materials, types of domestic systems analyzed, geographic areas dealt with by the materials, and substantive issues emphasized by the materials. (The following subsection of this introduction, "Terminology Used in the Analyses," gives definitions of the terms listed under "Substantive Issues" in the checklists.)

For each segment of materials listed across the top of the matrix, information relevant to each dimension is indicated through words, numbers, or Xs beneath that segment's title. For instance, under the "Collective Security..." unit in the first analysis, of the Amherst Project materials, 70 (meaning, of course, 1970) is given as the copyright date, the grade level is 12, the subject area is history. The Xs under each segment's title indicate what items listed in the left-hand column are characteristic of the materials being analyzed. To continue our illustration using "Collective Security...": that unit includes both student materials and a teacher's guide; it is a "unit" (i.e., is intended to be used for a few weeks, rather than a whole semester, a whole year, or just a few days); it contains a variety of student materials, including readings, case studies, maps, and charts; it falls within the "international politics" subfield of international studies; the dominant approach is the historical/legal approach to international relations, though the "international system" approach is incidentally considered; it employs a multi-level analysis, including global, regional, and national foci; it focuses on political, rather than economic or social, system analysis at the domestic level; the regions considered include Sub-Saharan Africa and East Asia; and, finally, the dominant substantive issue with which the unit is concerned is conflict/conflict resolution.

You will note that some of the information is given in the form of numbers rather than Xs. A key to the meaning of the numbers is found at the bottom of the second page of each checklist. The numbers indicate

the relative emphasis the materials give to different concepts, ranging from "1" for "incidentally considered" through "5" for "dominant theme."

Since the dimensions of international studies materials listed down the left-hand side of the checklist are always the same in each analysis, the reader is provided with a systematic framework for comparing the various materials analyzed with one another, and thereby selecting those materials that best suit his/her combination of needs. For instance, a reader may have determined that he needs some instructional materials on the Chinese revolution for an 11th-grade elective course on the general topic of revolutionary change. He finds several possibilities from the materials analyzed in Part I: the Harvard Social Studies Project booklet on Communist China, the SRSS Episode on Social Change: The Case of Rural China, and the Asian Studies Curriculum Project's Mao Tse-tung and the Chinese Revolution. All three are appropriate from several standpoints, but when he looks to see how strong an emphasis each places on the substantive issue of "Dissent, Protest and Revolution," which is the main theme of his course, he finds that Mao Tse-tung... is strongest. Thus, he decides to check out that unit first, as the most likely candidate to meet his needs, and to look at the others only if he finds some inadequacies in the Mao Tse-tung... unit.

Terminology Used in the Analyses

In both the narrative and the checklist portions of the analyses in Part I we have employed some specialized terminology that may not be familiar to all readers. In the narrative sections of the analyses, we have used several specialized terms to describe various teaching strategies and techniques. The meanings we have attributed to these are described below under "Terminology Related to Teaching Strategies and Techniques." In the checklists we have used special terminology employed in the field of international studies to distinguish among the subfields in that discipline. These subfields are distinguished below under "Terminology Designating the Subfields of International Studies." Finally, what is meant by each of the "substantive issues" listed in the last portion of the checklist may not be immediately apparent to the reader. Hence, we have defined what we mean by each of these terms below under "Terminology Describing the Substantive Issues of International Studies."

Terminology Related to Teaching Strategies and Techniques. Terms used in the narratives in conjunction with teaching strategies and techniques may be defined as follows:

By exposition we mean a strategy which has as its primary goal the imparting of knowledge. (Johnson 1970, p. 186) The lines of transmission are from teacher to student. The role of the student in exposition is to assimilate the content transmitted to him by the teacher. The teacher's role includes selecting and imparting predetermined conclusions.

Inquiry method or strategy involves the critical examination of knowledge, problems, and values. (Massialas and Zevin 1967) Many of the projects prescribe models which students are to use in analyzing problems and data. These models often outline procedural steps to be used in the inquiry process. Typical models include the steps of problem identification, hypothesis formation, evidence gathering to test hypotheses, and generalizing or drawing conclusions. Considering the projects we analyzed in this survey, it is useful to identify two commonly recognized inquiry models--convergent and divergent.

The convergent inquiry model involves a predetermined answer (conclusion) or set of answers, and the teacher's arrangement of procedures and data so that students arrive at the predetermined conclusion(s). This does not necessarily mean, however, that no divergent opinions or hypotheses are allowed in the convergent model.

Divergent inquiry usually assumes no predetermined answer or conclusion, at least no single one, and is open-ended in the sense of encouraging a diversity of opinions, hypotheses, and conclusions.

By method or strategy we mean the overall teaching plan chosen by the project developers to attain the project's goals. The more specific procedures used to implement the overall strategy are referred to as teaching techniques. These specific techniques include gaming, role-playing, simulation, lecture, discussion, questioning, data analysis, etc.*

*For a brief, general discussion of the educational terms used in this survey, see Johnson 1970, pp. 183-88. For more in-depth analysis and discussion of teaching strategies and techniques, particularly approaches to inquiry, see Beyer 1971; Boutwell 1972; Fenton 1967; Hunt and Metcalf 1968; Oliver and Shaver 1966; and Massialas and Zevin 1967.

Terminology Designating the Subfields of International Studies. International studies is a multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized polities.* Such phenomena involve a mixture of conflictual, competitive, and cooperative behavior. Within the general field of international studies, there are six commonly identified subfields, although all are interrelated through their study of transnational behavior. These subfields are international politics, foreign policy, international law, international organization, international economics, and comparative area studies.

International politics is that subfield which is concerned with studying the pattern of political interactions between two or more national actors, the environment in which these processes occur, and the variables which affect these interaction processes. (Holsti 1972; Coplin 1971; Deutsh 1968) Thus, in this subfield, we are concerned with analyzing the behavior of actors that arises when actors change or sustain the behavior of other political actors in the global system in order to achieve, defend, or extend their private or collective interests, values, or objectives.

The second major subfield, that of foreign policy, closely resembles the first, but it is separated by levels of analysis. (Sondermann 1961, pp. 8-17; Singer 1969, pp. 20-29) In this subfield, one studies the political actions of an actor toward its external environment and the variables that affect the formulation and execution of these actions. (Macridis 1972; Rosenau 1971) Thus, we are concerned with the entire political relationship that actors establish with their external environments by analyzing the capabilities of actors, their decision-making process, and the resultant behavior.

International law is a specialized subfield of international studies concerned with the study of that body of rules and principles that are intended to regulate relations among actors, to determine the types of actions considered legitimate, and to define those situations in which exceptional forms of inducement or punishment may be used. (Coplin 1966; Brierly 1963) This form of analysis borrows heavily on the concepts, methods, and findings of formal juridical study.

*For general theoretical overviews of the field of international studies, see Daugherty and Pfaltzgraff 1971 and Rosenau 1969.

International organization is another specialized subfield of international studies concerned with the study of the process of international integration and the resulting institutions, including supranational, intergovernmental, and nongovernmental organizations. (Plano and Riggs 1967; Jacob and Atherton 1965; Claude 1964) In studying the process of integration, this area borrows heavily on the concepts, methods, and findings of sociology and, in particular, organizational behavior. The study of international organizations as organizations may borrow from organizational behavior studies or rely on formal/legal descriptions of the structure and powers of the organizations.

International economics is the subfield of international studies which is concerned with studying the economic relations between actors and, hence, borrows heavily on the concepts, methods, and findings of the field of economics. (Kindleberger 1958; Krause 1965) A specialized group of scholars working in this subfield concentrates on the problems of economic development.

The last subfield, comparative/area studies, relies on the notion that in order to develop generalizations about political behavior, we must have comparative data and findings. The perspective employed in this subfield is that only by studying more than one actor or process can we begin to develop generalizations about types of actors and processes that are prerequisites for developing general theories of transnational behavior. (Eckstein and Apter 1963; Macridis and Brown 1972; Mayer 1972) Comparative studies focus on analyzing political structures and processes, both within and across nations. The emphasis is on explicating the major aspects of political systems, noting similarities and/or differences by means of systematic theory. In addition, the findings of a wide range of geographical area specialists are increasingly important for giving the student an awareness of cultures other than his own.

Terminology Describing the Substantive Issues of International Studies. In addition to specifying the major subfields of international studies, we can also identify the major substantive issues that concern persons engaged in the field. We can think of these issues as falling into the following categories: conflict and its resolution; development; trade, aid, and investment; transnational organizations; nationalism, dissent, protest, and revolution; race and ethnocentrism; population and ecology; and science and technology.

Conflict and conflict resolution--In studying transnational phenomena, we can look at the various forms of behavior as falling along a broad continuum or spectrum with pure conflict at one extreme and pure cooperation at the other. If two or more actors perceive that their interests are completely incompatible, we can say that a state of pure conflict exists between or among them. Conversely, if two or more actors perceive that their interests are completely compatible, we can say that a state of pure cooperation exists between or among the actors. Needless to say, the vast majority of transnational phenomena fall somewhere between these two ideal types of behavior.

Intrastate conflict can take many forms leading from peaceful disputes to domestic violence, e.g., riots, coups, and revolutions. Interstate conflict also assumes various forms ranging from registering an official protest, to economic reprisals, to military intervention, and finally to war.

Conflict resolution is a term which is applied to the processes aimed at the peaceful dissolution of conflictual situations. Such processes may take the form of direct negotiation and bargaining, or, with the aid of third parties, mediation, conciliation, or arbitration.

Development--A major phenomenon in the postwar world is the emergence of new nations, in particular, former colonies that have gained their independence. The development process unfolds as the new nations begin to generate their own forms of social institutions. During this process a nation tends to move from a rural-agricultural society characterized by low standards of living, a rapidly increasing population, and low level of political unification toward a nation with an industrialized society characterized by increasing urbanization, increasing productivity and living standards, a more stable population growth rate, and a greater degree of centralization of governmental processes. The development process is a matter of prime concern to social scientists and government officials all over the globe, as the recent UNCTAD III in Santiago demonstrated.

Trade, aid, and investment--One characteristic indicator of growing global interdependence is the increasing rate of international trade, aid, and investment. As nations become increasingly economically interdependent, they also tend to become more politically interdependent. After World War II, the United States' Marshall Plan helped to rebuild a ravaged Europe. Other nations have also developed economic and military aid programs aimed at the less developed countries. A more recent phenomenon has been the

appearance of large-scale foreign investment by private business enterprises. Corporations have also become "multinational" in nature by developing international branches for extraction, production, marketing, and research.

Transnational organization--The process of integration has been another major area of study in the postwar world. At the regional and global levels this process has resulted in the establishment of transnational organizations. The two major forms these organizaiions assume are intergovernmental (e.g., U.N., E.E.C., and O.A.S.) and nongovernmental (e.g., Gulf Oil, the Catholic Church, and the International Red Cross). The number of transnational organizations has multiplied rapidly since World War II and their significance to the global system has increased at a proportional rate.

Nationalism--At the national level, the forces of nationalism play an integrative role in developing countries. However, unbridled nationalism (e.g., Germany and Italy in the 1930s) can be a disruptive influence on global stability and, hence, nationalism is another major area of interest.

Dissent, protest, and revolution--Dissent and protest are essential devices for the populace of open societies to register their dissatisfaction with established political order and authority. Even in a closed society, such as the Soviet Union, dissent and protest are evident, although their impact may be difficult to measure. The ultimate act of protest is revolution, whereby an overt and violent attempt is made to change the political status quo within a society. In many developing nations, revolutions may provide the only means for the masses to obtain their political rights.

Race and ethnocentrism--These transcend national boundaries in several ways: minority ties to an external group within a tightly knit racial and ethnic group can create multiloyalties; the impact of race on foreign relations makes possible the study of domestic and external political interaction. (Shepherd 1970, p. 10; additional commentary in Rex 1970, Berghe 1967, and Shepherd and LeMille 1970) In addition, the linking of conflict situations in other parts of the world, particularly those in Africa, South Asia, and Latin America, to internal domestic racial issues in the United States has been a particular concern to some scholars such as Harold Isaacs. (Isaacs 1969)

Population and ecology--The problems of the ecology and overpopulation are essentially transnational in impact. Pollution recognizes no national

boundaries, and cases such as the Rhine River and oceanic oil spills indicate the need for international action to deal with this type of threat to global society. Similarly, overpopulation can best be attacked at the transnational level with developed nations aiding developing nations to combat increased birth rates and providing the additional food necessary to support the rapidly expanding population characteristics of developing nations.

Science and technology--Finally, the areas of science and technology have developed transnational aspects. Radio, television, satellite communication, as well as many other technological innovations have helped to "shrink" the globe and to make important transcultural changes in the way of life of almost everyone.

PART I

ANALYSES OF THE GLOBAL DIMENSION

IN 14 NATIONAL SOCIAL STUDIES PROJECTS

AMHERST PROJECT

COMMITTEE ON THE STUDY OF HISTORY, UNIVERSITY OF CHICAGO

UNITS IN AMERICAN HISTORY

DIRECTOR: Richard H. Brown
The Newberry Library
60 West Walton Street
Chicago, Illinois 60610

AVAILABLE FROM: Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, California 94025

GRADE LEVEL: 12

COST: Student units, $.99 each; teacher's guides, $.48 each; teacher's guide free with purchase of 10 copies of a student unit.

Of particular concern to this survey are three portions of the Amherst Project: Collective Security in the 1930s: The Failure of Men or the Failure of a Principle?, Korea and the Limits of Limited War, and Hiroshima: A Study in Science, Politics, and the Ethics of War. All three units focus on developing students' critical appreciation of history and its direct relevance to contemporary problems.

In the first volume, the specific topics under examination are the principle of foreign security, its failure in the 1930s, and its importance to American foreign policy in the postwar period. The second volume studies the problem of compatibility between democracy and limited war. Although Korea is used as the empirical referent, the unit is directly applicable to a study of Vietnam.

The Hiroshima unit draws attention to three central questions: Why was the decision made to drop the atomic bomb on Hiroshima? Was it a wise decision, considering the available alternatives? Was it morally justifiable? Section One ("The Apparent Choice: Japanese Lives vs. American Lives") includes testimony by Japanese children concerning the bombing, as well as Henry L. Stimson's statement of the rationale for using the bomb. The readings are designed to get students emotionally involved in the unit and to provide an opportunity for them to assess the validity of value-laden historical evidence. Section Two deals with alternatives in the Hiroshima decision--alternatives as perceived by the Administration and alternatives as perceived by critics of the Administration. At one point students are presented with evidence that suggests that there never was a specific decision to use the bomb and that its use was inevitable from the inception of the Manhattan Project. Another section discusses the proposal made by some scientists of the day that the bomb be publically demonstrated in some spectacular way, thus affording the Japanese

the opportunity to surrender with knowledge of its power. The final section of the unit ("Was It a Morally Defensible Act?") suggests that students examine their own values about war in the nuclear age. This examination is initiated by confronting students with documents which raise value questions. For example: A 1948 Fortune Magazine poll indicated overwhelming support by the American people for the Administration's decision to use the bomb. Does this make the decision morally defensible?

Because the inquiry relies heavily on documentary analysis, some students may find the material difficult to handle. Some prior exposure to general world history would help students put these case studies into proper perspective.

A fourth volume relevant to international education, Imperialism and the Dilemma of Power, was unavailable for our analysis at the time of this survey.

PROJECT TITLE: Amherst Project

CURRICULUM TITLE: Units in American History

SPECIFIC TITLE	Collective Security in the 1930s	Korea and the Limits of Limited War
COPYRIGHT DATE	70	70
GRADE LEVEL	12	12
SUBJECT AREA	History	History
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps	X	X
Charts	X	
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics	X	
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		X
I.R. APPROACHES:		
Historical/Legal	5	5
International System	1	
Decision Making		
Sociological		2
Geographical		

SPECIFIC TITLE	Collective Security in the 1930s	Korea and the Limits of Limited War
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global	X	
Regional	X	
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic		
Social		
GEOGRAPHIC AREAS:		
North America		X (U.S.)
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa	X	
Middle East		
East Asia (China-Japan)	X	X
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	5	5
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Amherst Project

CURRICULUM TITLE: Units in American History

SPECIFIC TITLE	Hiroshima...	
COPYRIGHT DATE	70	
GRADE LEVEL	12	
SUBJECT AREA	History	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies	X	
Maps	X	
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy	X	
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal	5	
International System		
Decision Making	3	
Sociological		
Geographical		

SPECIFIC TITLE	Hiroshima...	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic		
Social		
GEOGRAPHIC AREAS:		
North America	X (U.S.)	
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	4	
War/Peace Issues	2	
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology	1	

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

ANTHROPOLOGY CURRICULUM PROJECT
UNIVERSITY OF GEORGIA

DIRECTORS: Marion J. Rice and Wilfrid C. Bailey
Anthropology Curriculum Project
University of Georgia
107 Dudley Hall
Athens, Georgia 30601

AVAILABLE FROM: Project

GRADE LEVEL: 7, 9

COST: Race, Caste and Prejudice and Life Cycle, each $80.00 per classroom set (40 student texts, 1 Teachers Background Material, 40 test booklets).

Two portions of the Anthropology Curriculum Project have significance for this study. Race, Caste and Prejudice is a unit of study designed for 9th-grade students which focuses on typological and geographical classifications of race. The materials are deductively organized. Students are to conclude that there is little or no agreement on taxonomy and that racial labels are merely a convenient means for discussing similarities and differences among populations.

The second portion of the project's materials we have chosen to consider is the 7th-grade unit entitled Life Cycle. Containing materials designed to help students gain biological and cultural understanding of the life cycle--birth maturation, reproduction, and death--the unit provides for exposure to a variety of cultures and life cycle patterns. Although emphasis is placed on culture as a key factor in determining human behavior, the authors have delineated four universal stages of the life cycle--infancy, childhood, adulthood, and old age. The text describing these four stages is interspersed with case studies on the life cycle patterns of middle-class North Americans, Balkan peasants, Chinese, and the Nigerian Tiv of the Guinea Coast.

The integration of the Life Cycle unit with materials commonly found in family life and health courses would do much to encourage students to look at the comparative cultural dimensions of human growth. Too often, in our opinion, these courses imply that the life cycle follows certain "natural" patterns, which, upon closer examination, turn out to be determined largely by culture. The difficulty lies in the failure to examine these patterns and discover what is truly universal about human behavior and what is primarily a product of culture.

PROJECT TITLE: Anthropology Curriculum Project

CURRICULUM TITLE:

SPECIFIC TITLE	Race, Caste and Prejudice	Life Cycle
COPYRIGHT DATE	69	69
GRADE LEVEL	9	7
SUBJECT AREA	Anthropology	Anthropology
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		X
Maps		
Charts	X	X
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other (Handbook)	X	
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:	NA	
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		X
I.R. APPROACHES:	NA	NA
Historical/Legal		
International System		
Decision Making		
Sociological		
Geographical		

SPECIFIC TITLE	Race, Caste and Prejudice	Life Cycle
CENTRAL CONCEPTS (cont'd.)	NA	
LEVEL OF ANALYSIS:		
Global		X
Regional		
National		
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	X
GEOGRAPHIC AREAS:	NA	
North America		X
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		X
Soviet Union		
North Africa		
Sub-Sahara Africa		X
Middle East		
East Asia (China-Japan)		X
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		NA
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism	5	
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

ANTHROPOLOGY CURRICULUM STUDY PROJECT (ACSP)
AMERICAN ANTHROPOLOGICAL ASSOCIATION
PATTERNS IN HUMAN HISTORY

DIRECTOR: Malcolm Collier
Anthropology Curriculum Study Project
University of Chicago
5632 Kimbark Avenue
Chicago, Illinois 60637

AVAILABLE FROM: The Macmillan Company
866 Third Avenue
New York, New York 10022

GRADE LEVEL: 9-10

COST: Studying Societies, $33.00 per kit; Origins of Humanness, $60.00 per kit; The Emergence of Complex Societies, $42.00 per kit; Modernization and Traditional Societies, $25.65 per kit; student booklets, $.60 to $1.50 each.

Patterns in Human History is a series of four inquiry-oriented, multimedia kits designed to treat the following topics: how to study societies, and the importance of status and role in studying unfamiliar cultures (Studying Societies); the development of tribal societies (Origins of Humanness); the evolution of law and the significance of religion (The Emergence of Complex Societies); and the development of modernization (Modernization and Traditional Societies). The series combines history and anthropology in an effort to encourage the development of "a non-ethnocentric intellectual posture and affective identification with man in all his cultural guises."

Throughout the series are found materials that are consistent with global education goals. Particularly noteworthy is the fourth unit, Modernization and Traditional Societies. Its significance for our purposes lies in its treatment of the concept of development, or modernization, as a global phenomenon. The variety of media used includes photographs, records, readings, and, in particular, a filmstrip containing brief glimpses of peasant life from all over the world. Its thesis is that adaptation involves much more than adjustment to physical environment and that patterns of human behavior gain variety through adaptation to social milieu as well. The materials do a good job of treating the value dimensions of terms like "traditional" and "modern." There is also an attempt to get students to empathize with and understand value perspectives other than their own. For example, one exercise in the unit asks students to role-play individual peasant lives in various everyday experiences to get at peasant perceptions of the world. The unit would be a valuable component to add to any societal study in world history, anthropology, and general social studies courses.

PROJECT TITLE: Anthropology Curriculum Study Project

CURRICULUM TITLE: Patterns in Human History

SPECIFIC TITLE	Studying Societies	Origins of Humanness
COPYRIGHT DATE	71	71
GRADE LEVEL	9-10	9-10
SUBJECT AREA	Anthropology	Anthropology
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit	X	X
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		
Charts		
Films/Filmstrips	X	X
Records	X	
Tapes		
Transparencies		X
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	X
Geographical		

SPECIFIC TITLE	Studying Societies	Origins of Humanness
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National		
Sub-National	X	X
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	X
GEOGRAPHIC AREAS:		NA
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa	X	
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	NA	NA
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Anthropology Curriculum Study Project

CURRICULUM TITLE: Patterns in Human History

SPECIFIC TITLE	Emergence of Complex Societies	Modernization and Trad. Societies
COPYRIGHT DATE	71	71
GRADE LEVEL	9-10	9-10
SUBJECT AREA	Anthropology	Anthropology
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit	X	X
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		
Charts		
Films/Filmstrips	X	X
Records		X
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	X
Geographical		

SPECIFIC TITLE	Emergence of Complex Societies	Modernization and Trad. Societies
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National		
Sub-National	X	X
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	X
GEOGRAPHIC AREAS:	NA	
North America		
Central America/Caribbean		X
South America		X
Western Europe		X
Eastern Europe		
Soviet Union		X
North Africa		
Sub-Sahara Africa		
Middle East		X
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		X
Southeast Asia		X
SUBSTANTIVE ISSUES:	NA	
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		5
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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ASIAN STUDIES CURRICULUM PROJECT
UNIVERSITY OF CALIFORNIA AT BERKELEY
ASIAN STUDIES INQUIRY PROGRAM (ASIP)

DIRECTORS: John U. Michaelis and Robin J. McKeown
School of Education
2643 Tolman Hall
University of California
Berkeley, California 94702

AVAILABLE FROM: Field Educational Publication, Inc.
2400 Hanover Street
Palo Alto, California 94304

GRADE LEVEL: 10-12

COST: $42.00 per Cluster Pack (10 copies of each of 5 student booklets plus comprehensive teacher's guide in storage unit):

CLUSTER I: Asian Thought
- Confucianism and Taoism
- Buddhism
- Chinese Painting
- Chinese Popular Fiction
- Gandhi

CLUSTER II: Changing Patterns of Asian Life
- East Meets West
- Mao Tse-Tung and the Chinese Revolution
- Life in Communist China
- China and the United States
- Modernization in Japan

CLUSTER III: Traditional Patterns in Asian Life
- Man and His Environment in Asia
- Food and Survival in Asia
- Man and Woman in Asia
- Class and Caste in Village India
- Cultural Patterns in Asian Life

Although 60 percent of humanity is Asian, Americans know little about Asia or its people. This series is designed to help overcome the neglect of Asian studies in U.S. schools. As noted above, the ASIP is based on 15 units in three clusters. The program is essentially an interdisciplinary study of the cultural patterns of Asian life. The overall goals are to reduce the ethnocentric perspective generally held by U.S. students of Asian culture and peoples and to open up the possibilities for a more objective comparison of cultures.

The thrust of the Asian Thought series (Cluster I) is to provide students with an introduction to the creative, religious, and intellectual climates of Asia. As indicated by the titles in the series, attention is given to a wide range of topics dealing with Asian thought. At several points opportunities arise for analyzing values and examining various belief systems. (We have not analyzed this Cluster in detail in the checklist that follows.)

The focus of Changing Patterns of Asian Life (Cluster II) is twofold. First, the authors highlight the problems affecting 20th-century Asia, and in particular, the nature of political change, the impact of modernization on traditional societies, and cultural interactions. Secondly, the series is concerned with international relations between East and West and the problems of historical development of East-West relations, Mao and the Chinese communist revolution, the nature of life in China today, modernization in Japan, and U.S.-Chinese relations.

Two units in the Changing Patterns of Asian Life series emphasize the "perception/misperception" theme. East Meets West discusses images Westerners and Asians have held toward each other throughout history. Several of the readings would be useful, combined with materials about other world regions and nations to get at the phenomenon of misperception as a cause of intercultural and international conflict. Such a use of Asian Studies materials is implied in the follow-up questions at the end of the unit. The other booklet concerning perception (China and the United States) contains similar readings. An excerpt from Mark Twain's Roughing It, for example, provides a look at American images of Chinese in the 19th century as "...good house-servants, being quick, obedient, patient, quick to learn, tirelessly industrious." Another selection from William Fulbright's Arrogance of Power comments on how political socialization and ideology affect perception.

One additional unit in Changing Patterns is worth mentioning here. Most of the readings in Modernization in Japan highlight everyday life of average citizens in urban Japan. In so doing, these readings create intriguing possibilities for studying the increasing similarity of life styles among peoples of technologically "advanced" societies. Too often cultural differences have been accentuated because the particular concepts used to compare cultures make differences readily apparent. Contrasts are obvious, for instance, if Japanese and American societies are compared along racial and linguistic lines. But readings in this unit suggest that other concepts used to compare the two cultures tell quite a different story. To illustrate: A businessman in Tokyo faced with rush-hour traffic and a "rebellious" teenager at home might, in fact, have much more in common with an American businessman in New York City in terms of pace and style of life than he would have, say, with a rice farmer in a rural section of his own country.

Cluster III (Traditional Patterns in Asian Life) attempts to develop student awareness of similarities and differences among traditional patterns of Asian life by studying the roles that geography, climate, philosophy, and religion have had in molding Asian behavior and Asian economic, political, and social institutions. The specific topics

include geography and its impact; the role of hunger and poverty; marital patterns and the status of women; the effect of class and caste in India; and a general discussion of the relationship between man and culture in Asia. In keeping with objectives established for the total program, this series discusses patterns of human behavior that concern not only Asians, but all of humanity. Instead of placing primary emphasis on cultural differences, as has been too often the case in many traditional textbooks, cultural diversity is made a part of the larger picture of universal adaptation and behavior.

The developers of ASIP outline a six-stage inquiry model for students, designed to be in the authors' words, "suggestive, not restrictive." Commitments to inquiry teaching and to creating a classroom atmosphere conducive to "divergent thinking" are important for the teacher to make in using these materials. However, the exclusive reliance on readings as sources for inquiry limit the program's suitability for below-average students. To provide a variety of approaches for students, we suggest integrating this excellent, well thought-out program with additional media, methods, and materials.

Using both Western and Asian writers from diverse backgrounds and viewpoints, this project stands out in attempting to be non-ethnocentric in its examination of Asian life. East-West relations have suffered historically from the ethnocentric views of both Americans and Asians, and this problem can only be overcome through an objective appraisal of our common problems, recognizing both similarities and differences in our life styles.

PROJECT TITLE: Asian Studies Curriculum Project
Asian Studies Inquiry Program (ASIP)
CURRICULUM TITLE: Cluster II: Changing Patterns of Asian Life

SPECIFIC TITLE	East Meets West	Mao Tse-tung and Chinese Revolution
COPYRIGHT DATE	69	69
GRADE LEVEL	10-12	10-12
SUBJECT AREA	World Cultures/ Area Studies	World Cultures/ Area Studies
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal	X	X
International System		
Decision Making		
Sociological		
Geographical		

SPECIFIC TITLE	East Meets West	Mao Tse-tung and Chinese Revolution
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional	X	
National	X	X
Sub-National	X	X
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic		X
Social	X	X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	X
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Ecor.	3	2
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism	3	
Dissent, Protest, and Revolution		5
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Asian Studies Curriculum Project
Asian Studies Inquiry Program (ASIP)
CURRICULUM TITLE: Cluster II: Changing Patterns of Asian Life (cont'd.)

SPECIFIC TITLE	Life in Communist China	China and the United States
COPYRIGHT DATE	69	69
GRADE LEVEL	10-12	10-12
SUBJECT AREA	World Cultures/ Area Studies	World Cultures/ Area Studies
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		X
International System		
Decision Making		
Sociological	X	
Geographical		

SPECIFIC TITLE	Life in Communist China	China and the United States
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National	X	
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic	X	
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	X
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		3
War/Peace Issues		
Development: Pol., Soc., Econ.	5	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		3
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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PROJECT TITLE: Asian Studies Curriculum Project
Asian Studies Inquiry Program (ASIP)
CURRICULUM TITLE: Cluster II: Changing Patterns of Asian Life (cont'd.)

SPECIFIC TITLE	Modernization in Japan	
COPYRIGHT DATE	69	
GRADE LEVEL	10-12	
SUBJECT AREA	World Cultures/ Area Studies	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	
Geographical		

SPECIFIC TITLE	Modernization in Japan	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic	X	
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	5	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Asian Studies Curriculum Project
Asian Studies Inquiry Program (ASIP)
CURRICULUM TITLE: Cluster III: Traditional Patterns of Asian Life

SPECIFIC TITLE	Man and His Environment in Asia	Food and Survival in Asia
COPYRIGHT DATE	69	69
GRADE LEVEL	10-12	10-12
SUBJECT AREA	World Cultures/ Area Studies	World Cultures/ Area Studies
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological		X
Geographical	X	

SPECIFIC TITLE	Man and His Environment in Asia	Food and Survival in Asia
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional	X	X
National		
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic	X	X
Social	X	X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	X
South Asia (Indian Subcontinent)	X	X
Southeast Asia	X	X
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	3	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology	5	5
Race and Ethnocentrism		
Science and Technology	3	

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3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Asian Studies Curriculum Project
Asian Studies Inquiry Program (ASIP)
CURRICULUM TITLE: Cluster III: Traditional Patterns in Asian Life (cont'd.)

SPECIFIC TITLE	Man and Woman in Asia	Class and Caste in Village India
COPYRIGHT DATE	69	69
GRADE LEVEL	10-12	10-12
SUBJECT AREA	World Cultures/ Area Studies	World Cultures/ Area Studies
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	X
Geographical		

SPECIFIC TITLE	Man and Woman in Asia	Class and Caste in Village India
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National		
Sub-National	X	X
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)	X	X
Southeast Asia	X	
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	3	4
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority	4	3
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Asian Studies Curriculum Project
Asian Studies Inquiry Program (ASIP)
CURRICULUM TITLE: Cluster III: Traditional Patterns of Asian Life (cont'd.)

SPECIFIC TITLE	Cultural Patterns in Asian Life	
COPYRIGHT DATE	69	
GRADE LEVEL	10-12	
SUBJECT AREA	World Cultures/ Area Studies	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	
Geographical		

SPECIFIC TITLE	Cultural Patterns in Asian Life	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National		
Sub-National	X	
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)	X	
Southeast Asia	X	
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	3	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority	4	
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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4 = continuously recurring theme
5 = dominant theme

HIGH SCHOOL GEOGRAPHY PROJECT (HSGP)
ASSOCIATION OF AMERICAN GEOGRAPHERS
GEOGRAPHY IN AN URBAN AGE

DIRECTORS: Project closed August 1970; former directors are William Pattison, Nicholas Helburn, and Dana Kurfman

AVAILABLE FROM: The Macmillan Company
School Division
866 Third Avenue
New York, New York 10022

GRADE LEVEL: 10 (7-12)

COST: $651.90 for classroom set (for 30) of all course materials; $43.35 for classroom set of Unit 3 (Cultural Geography); $50.85 for classroom set of Unit 4 (Political Geography); $46.50 for classroom set of Unit 6 (Japan).

Geography in an Urban Age consists of six units which comprise a year-long course designed for use at the 10th-grade level. The developers' overall theme is the complexities of human adaptation to the physical, economic, and social constraints of their environment. Emphasis is placed upon the development of student skills in hypothesizing and conceptualizing from data and in applying basic geographical principles to an understanding of the world in which we live.

Three of the units receive special attention here. Cultural Geography treats important principles about the spread of culture and the modification of cultural ideas and inventions during the course of the cultural diffusion process. Materials are devoted to developing understanding that customs alien to students in this society may have functional value in other cultures.

One section of the Cultural Geography unit provides students with an historical backdrop of the conflict in French Quebec. This cultural and ethnic dispute is used as a case study for inquiring about the geographical and cultural dimensions of separatism. After reading the historical information, students proceed through a series of exercises which present them with the problems of determining and maintaining physical separation based upon ethno-cultural differences. This example may be used to generalize about similar problems of cultural pluralism in other societies, e.g., Indians and Pakistanis, Flemings and Walloons, Italians and Austrians. Another portion of the unit asks students to involve themselves in a series of simple "gossip" games to demonstrate how ideas are spread and modified from group to group, from culture to culture.

The Political Geography unit deals with the interplay between geography and politics. Most of the material is explicitly intra-societal, but the "Point Roberts" role-playing activity has immediate application for the teacher interested in international concerns. A hypothetical boundary dispute involving the United States and Canada serves as an example of how the dynamics of negotiation can proceed and how political boundaries function as the limits of political territories. Opportunity is provided for helping students gain insight into the application of alternative models for resolving the conflict--via direct international negotiation, by international joint commission, or via "third party" arbitration. Students may then be asked which models they prefer, which they think would be most effective in settling the dispute, and why.

The last unit developed before the High School Geography Project was concluded in 1970 is a case study of Japan. The central theme of this unit is the modernization process. Much of the student material consists of tables, charts, and other statistical data from which students draw inferences about modernization in Japan and about the political, social, and economic development process on a global scale. Hopefully, as a result of working with this material, students will become more familiar with the complexities of the modernization process and with the problems facing many newly emerging nation-states.

The project is unique in that objectives for the units are stated in behavioral terms. A great variety of materials are offered to help students and teachers achieve these objectives.

PROJECT TITLE: High School Geography Project

CURRICULUM TITLE: Geography in an Urban Age

SPECIFIC TITLE	Cultural Geography	Political Geography
COPYRIGHT DATE	70	70
GRADE LEVEL	10 (7-12)	10 (7-12)
SUBJECT AREA	Geography	Geography
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit	X	X
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps		
Charts		
Films/Filmstrips	X	X
Records		
Tapes		
Transparencies	X	X
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological		
Geographical	X	X

SPECIFIC TITLE	Cultural Geography	Political Geography
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:	NA	NA
Global		
Regional		
National		
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	X
GEOGRAPHIC AREAS:	NA	NA
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:	NA	NA
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: High School Geography Project

CURRICULUM TITLE: Geography in an Urban Age (cont'd.)

SPECIFIC TITLE	Japan	
COPYRIGHT DATE	70	
GRADE LEVEL	10 (7-12)	
SUBJECT AREA	Geography	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit	X	
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies	X	
Maps	X	
Charts	X	
Films/Filmstrips		
Records		
Tapes		
Transparencies	X	
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological		
Geographical	X	

SPECIFIC TITLE	Japan	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic	X	
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	5	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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5 = dominant theme

HIGH SCHOOL GOVERNMENT PROJECT

HIGH SCHOOL CURRICULUM CENTER IN GOVERNMENT, INDIANA UNIVERSITY

AMERICAN POLITICAL BEHAVIOR

DIRECTORS: Howard D. Mehlinger and John J. Patrick
High School Curriculum Center in Government
Indiana University
1129 Atwater
Bloomington, Indiana 47401

AVAILABLE FROM: Ginn and Company
691 Spring Street
Lexington, Massachusetts 02173

GRADE LEVEL: 9-12

COST: Hardbound student text, $5.22; two paperbound student texts; Book 1, $2.40, Book 2, $2.49; teacher's guide, $3.96; information on costs of additional materials available from publisher.

Although this text is mainly concerned with the political system in the United States, it offers much to the teacher concerned with "globalizing" the social studies. Drawing on insights gained from the behavioral approach to political science, the text aims at developing student knowledge of political behavior in general. The work is an excellent introduction to the methodology of modern social science and the application of this methodology to the study of political behavior. The text focuses on how social factors help shape political behavior and emphasizes the role of political culture, political socialization, socioeconomic status, and decision making.

The second unit of the book, "Similarities and Differences in Political Behavior," has particular relevance for the international curriculum. At one point, students are asked to compare the Ifugao people of the Philippines, the Dinaric Serbs of Yugoslavia, and Americans in terms of how hypothetical conflict situations would be resolved within each system. This exercise is in keeping with the need to help students develop an appreciation for a wide variety of political behavior because it offers them an opportunity to explore why certain similarities and differences in behavior exist. After comparing the use of the "Blood Feud" in Yugoslavia, the acceptance of mediation by a third party among the Ifugao, and the adherence to judicial decision in the United States, students are faced with the normative problem of deciding which method of resolving conflicts they think is "best." Struggling with this determination can help students become more aware of their own ethnocentric biases.

In another part of the unit, the task is to examine the process of political socialization in U.S. schools. A statement of school philosophy

and a copy of an assembly program entitled "I Am an American Day" from a Midwestern high school are among documents which serve as source material for the exercise. Assuming access to the appropriate documents, one obvious adaptation of this activity would be to ask students to make cross-national comparisons about the role of schools in developing political attitudes and loyalties. Other sections of the unit contain inquiry lessons, readings, value clarification problems, and a political attitude scale. All provide an excellent base for helping students make cross-cultural comparisons about political behavior and culture.

The teaching model in this project has been described in other social studies curriculum surveys. It is worth repeating here, however, that the final step in the program's instructional procedure has students learn distinctions between factual judgments and value judgments and the interrelatedness of the two. Role-playing and simulation, in which students are asked to make value judgments and policy decisions, are also utilized in the project.

This is one of the best available works for the teacher to use in helping students develop the ability to think systematically about political efficacy through examining and comparing various forms of political behavior.

PROJECT TITLE: High School Government Project

CURRICULUM TITLE: American Political Behavior

SPECIFIC TITLE	American Political Behavior	
COPYRIGHT DATE	72	
GRADE LEVEL	9	
SUBJECT AREA	Political Science	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit	X	
Tests	X	
FORMAT:		
Year Course	X	
Semester Course	or X	
Unit (few weeks)		
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies	X	
Maps	X	
Charts	X	
Films/Filmstrips		
Records		
Tapes	X	
Transparencies		
Artifacts		
Other (visuals, handouts)	X	
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:	NA	
International Politics		
International law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making	X	
Sociological		
Geographical		

SPECIFIC TITLE	American Political Behavior	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	
Sub-National	X	
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic		
Social		
GEOGRAPHIC AREAS:		
North America	United States	
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:	American Government	
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism	3	
Dissent, Protest, and Revolution	3	
Obligation and Authority	3	
Population and Ecology		
Race and Ethnocentrism	3	
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

HIGH SCHOOL SOCIAL STUDIES PROGRAM
LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS, TUFTS UNIVERSITY

DIRECTOR: John S. Gibson
Lincoln Filene Center for Citizenship and Public Affairs
Tufts University
Medford, Massachusettes 02155

AVAILABLE FROM: Most materials available from Center; Current Affairs Case Study Series available from Newsweek Educational Division, 444 Madison Avenue, New York, New York 10022

GRADE LEVEL: 9-12

COST: Student booklets, $.50 each; teacher's guide to Conflict: The Middle East, $1.00; Current Affairs Case Studies, no charge.

Lincoln Filene materials with an international dimension can be found in two of the Center's instructional programs: Program VII, The International System: Themes and Decisions, and Program IX, Current Affairs Case Study Series.

Instructional Program VII consists of several short narrative accounts. (We have not analyzed these in detail in the checklist that follows. The NATO Commitment offers a brief historical backdrop of conditions between East and West at the inception of the treaty organization. The themes of Nation-Building in Ghana are the role of Nkrumah's leadership in the nation-building process and the political and social conditions present on the eve of the Gold Coast's independence from Great Britain. The Alliance for Progress: Trade and Aid in International Politics discusses "the process by which the decision was made by the United States to enter into a reciprocal trade-and-aid agreement with nineteen Latin American countries." Four other narratives in the program focus on conflict situations from the standpoint of how they increased East-West tensions. The four titles are The Hungarian Revolution, Conflict: The Middle East, The Prevention of Conflict: The Lebanese Crisis of 1958, and Dominican Republic: Engagement in Conflict. Two additional titles in the program are Domestic Sources of Foreign Policy: The Marshall Plan and The Question of Human Rights: The Olympic Boycott Threat.

Most of the narratives mentioned above have a Cold War orientation. We recommend adding materials and a list of references to each unit to help broaden student outlooks on the topics and to relate those topics to the current international system.

The Current Affairs Case Study Series (Instructional Program IX) consists of two case studies suitable for analysis here. Each includes charts and

reprinted pages from Newsweek magazine, with whom the center cooperated in developing the program. The case studies are useful for helping students tie together in conceptual fashion information they receive from the media. Nationalism, for example, sets up a typology for the concept by defining traditional nationalism, striving nationalism, and protective nationalism, and by describing combinations of the three. The unit uses 8½" x 11" ditto masters to facilitate distribution of the materials in the classroom. Pages handed out to the students consist of historical narratives and current events articles from Newsweek which show various expressions of the concept across time and space. The other case study relevant to this survey is Conflict: Crisis Decision-Making. This unit focuses on steps involved in the national governmental decision-making process. The authors identify five such steps: primary consultation among decision makers, identification of courses of action, estimation of consequences of specific courses of action, determination of a course or courses of action, and application of the policy decision. One of the transparency ditto master sheets outlines the program's conception of choices available to decision makers in conflict situation. It would be very useful for initiating discussion about alternatives and consequences of choices in foreign policy-making. Like the Nationalism unit, the case study on conflict contains a short bibliography to suggest further study of the topic by students and teachers.

The Center has produced a simulation on the Middle East in its unit dealing with that topic as well as an additional volume written by John Gibson entitled Ideology and World Affairs. Several films regarding foreign policy are made available through the Center for a minimal rental charge.

PROJECT TITLE: High School Social Studies Program

CURRICULUM TITLE: Current Affairs Case Study Series

SPECIFIC TITLE	Nationalism	Conflict: Crisis Decision Making
COPYRIGHT DATE	70	70
GRADE LEVEL	9-12	9-12
SUBJECT AREA	Political Science	Political Science
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)		
Episode (few days)	X	X
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps		X
Charts		X
Films/Filmstrips		
Records		
Tapes		
Transparencies	X	X
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:	NA	NA
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		X
Sociological		
Geographical		

SPECIFIC TITLE	Nationalism	Conflict: Crisis Decision Making
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic		
Social		
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East	X	
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)		
Southeast Asia		X
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		5
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism	5	
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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4 = continuously recurring theme
5 = dominant theme

PROJECT SOCIAL STUDIES
UNIVERSITY OF MINNESOTA

DIRECTOR: Edith West
Project Social Studies
Curriculum Center
University of Minnesota
Minneapolis, Minnesota 55455

AVAILABLE FROM: ERIC Document Reproduction Service (EDRS)
P.O. Drawer O
Bethesda, Maryland 20014

GRADE LEVEL: 11-12

COST: Information available from EDRS; refer to SO numbers when requesting price information.

Project Social Studies has produced an interdisciplinary set of resource units designed for use from kindergarten through 12th grade. We have chosen to analyze the 11th- and 12th-grade materials that we feel would be useful in helping students place important global issues into perspective--problems of modernization, issues of war and peace, perspectives on foreign policy making, and problems involving value clarification on major human concerns.

The 11th-grade program, Area Studies, uses various social science skill-building techniques as a means of examining key geographical regions of the world. Materials include an overall teaching guide (SO 006 320) plus student resource units for four world areas: Western Europe (SO 006 321, SO 006 322, SO 006 323), which focuses on Great Britain, France, and Germany, The U.S.S.R.,(SO 006 324, SO 006 325, SO 006 326, SO 006 327, SO 006 328), China (SO 006 329), and India (SO 006-330). In addition there is a final unit, called the Culminating Section. A common format helps in analyzing the four regions. In each unit, an introduction to the particular geographical area under consideration is followed by a section concentrating on the importance of the area's "policy conflicts or problems faced by the United States" in dealing with the area. Sub-units on the geographical areas' political, economic, and social systems, as well as on foreign policy concerns are included in an attempt to help students utilize conceptual skills for studying about other cultures and geographical areas. Special attention is given the concepts of cultural change and continuity.

The 12th-grade curriculum concentrates on the theme of Value Conflicts and Policy Decisions. As with the 11th-grade materials, an overall

teaching guide (SO 006 331) is accompanied by separate student resource materials for each unit. Three of the 12th-grade units are designed to aid understanding of major social and economic problems faced by the United States in the international area. These include: How Can We Preserve Our Security Without Sacrificing Essential Freedoms? (SO 006 332); Economic Growth in the United States: How Can We Promote Growth? (SO 006 338); and Racial Conflict in the United States: What Should Be Done? (SO 006 333). Two other units deal with important global issues. Problems of the Underdeveloped Countries (SO 006 337) provides material for inquiring about certain universal problems in "developing" nations--the role of government in the development process, the problem of birth rates; and the dilemma caused by a "felt need" of developing countries to modernize in spite of the tremendous resources necessary to develop technologically. War and Peace (SO 006 334) asks students to deal with the value questions involved in maintaining a defense system, both in economic and human terms, and with the notion that mass conflict has multiple causes, all of which are in some way interrelated. In addition to the five units described above, there are two other 12th-grade units: Africa South of the Sahara (SO 006 335) and What Is the Good Life? (SO 006 336). Inquiry is the dominant teaching strategy employed by the developers. Emphasis is placed on students being able to conceptualize, hypothesize, categorize, and generalize about major social problems.

PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Area Studies

SPECIFIC TITLE	Introduction: Geography (SO 006 322)	Political, Social, Economic Systems... (SO 006 321)
COPYRIGHT DATE	68	68
GRADE LEVEL	11	11
SUBJECT AREA	Area Studies	Area Studies
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological		X
Geographical	X	

SPECIFIC TITLE	Introduction: Geography	Political, Social, Economic Systems...
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional	X	
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:	NA	
Political		X
Economic		X
Social		X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe	X	X
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	NA	
War/Peace Issues		
Development: Pol., Soc., Econ.		4
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		2
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
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4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Area Studies

	WESTERN EUROPE	
SPECIFIC TITLE	History of Western Europe (SO 006 323)	
COPYRIGHT DATE	68	
GRADE LEVEL	11	
SUBJECT AREA	Area Studies/ World History	
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)		
Episode (few days)		
STUDENT MATERIALS:	RESOURCE UNIT	
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	
I.R. APPROACHES:		
Historical/Legal	X	
International System		
Decision Making		
Sociological		
Geographical		

WESTERN EUROPE

SPECIFIC TITLE	History of Western Europe	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic	X	
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe	X	
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	3	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism	2	
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Area Studies

		The U.S.S.R.
SPECIFIC TITLE	Introduction: Geography (SO 006 325)	Totalitarian State (SO 006 327)
COPYRIGHT DATE	68	68
GRADE LEVEL	11	11
SUBJECT AREA	Area Studies/ World History	Area Studies/ World History
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		RESOURCE UNITS
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological		
Geographical	X	X

SPECIFIC TITLE	Introduction: Geography	Totalitarian State
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:	NA	
Political		X
Economic		X
Social		X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union	X	X
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:	NA	
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		4
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		2
Dissent, Protest, and Revolution		
Obligation and Authority		3
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Area Studies

	The U.S.S.R.	
SPECIFIC TITLE	History of Russia (SO 006 326)	Foreign Policy of Soviet Union (SO 006 328)
COPYRIGHT DATE	68	68
GRADE LEVEL	11	11
SUBJECT AREA	Area Studies/ World History	Area Study/ Civics/ World History
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal	X	
International System		
Decision Making		
Sociological		X
Geographical		

SPECIFIC TITLE	History of Russia	Foreign Policy of Soviet Union
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic	X	
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union	X	X
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		5
Development: Pol., Soc., Econ.	4	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism	2	
Dissent, Protest, and Revolution	3	
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
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5 = dominant theme

PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Area Studies

SPECIFIC TITLE	China (SO 006 329)	India (SO 006 330)
COPYRIGHT DATE	68	68
GRADE LEVEL	11	11
SUBJECT AREA	Area Study/ Civics/ World History	Area Study/ Civics/ World History
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:	RESOURCE UNITS	RESOURCE UNITS
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	X
Geographical	X	X

SPECIFIC TITLE	China	India
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic	X	X
Social	X	X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)		X
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues	3	
Development: Pol., Soc., Econ.	3	3
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism	3	2
Dissent, Protest, and Revolution	3	2
Obligation and Authority	2	2
Population and Ecology	2	2
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
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4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Value Conflicts and Policy Decisions

SPECIFIC TITLE	How Can We Preserve Security... (SO 006 332)	Economic Growth... (SO 006 338)
COPYRIGHT DATE	67	68
GRADE LEVEL	12	12
SUBJECT AREA	Civics/ Social Studies/ History/Gov't.	Civics/ Social Studies/ History/Gov't.
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:	RESOURCE UNITS	RESOURCE UNITS
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:	NA	NA
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making	X	X
Sociological		
Geographical		

SPECIFIC TITLE	How Can We Preserve Security...	Economic Growth...
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic		X
Social		
GEOGRAPHIC AREAS:		
North America	X	X
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	4	
War/Peace Issues	4	
Development: Pol., Soc., Econ.		5
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution	4	
Obligation and Authority	4	
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Value Conflicts and Policy Decisions

SPECIFIC TITLE	Racial Conflict... (SO 006 333)	What Is the Good Life? (SO 006 336)
COPYRIGHT DATE	68	68
GRADE LEVEL	12	12
SUBJECT AREA	Civics/ Social Studies/ History/Gov't.	Civics/ Social Studies/ History/Gov't.
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:	RESOURCE UNITS	RESOURCE UNITS
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:	NA	NA
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making	X	
Sociological		X
Geographical		

SPECIFIC TITLE	Racial Conflict...	What Is the Good Life?
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	X
GEOGRAPHIC AREAS:		
North America	X	X
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		NA
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution	3	
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism	5	
Science and Technology		

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PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Value Conflicts and Policy Decisions

SPECIFIC TITLE	Problems of Under-developed Countries (SO 006 337)	Africa... (SO 006 335)
COPYRIGHT DATE	68	68
GRADE LEVEL	12	12
SUBJECT AREA	Civics/ Social Studies/ History/Gov't.	Civics/ Social Studies/ History/Gov't.
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:	RESOURCE UNITS	RESOURCE UNITS
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological		
Geographical	X	X

SPECIFIC TITLE	Problems of Under-developed Countries	Africa...
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional	X	X
National		
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic	X	X
Social	X	X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		X
Middle East	X	
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)	X	
Southeast Asia	X	
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	2	2
War/Peace Issues	2	2
Development: Pol., Soc., Econ.	5	5
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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PROJECT TITLE: Project Social Studies

CURRICULUM TITLE: Value Conflicts and Policy Decisions

SPECIFIC TITLE	War and Peace (SO 006 334)	
COPYRIGHT DATE	68	
GRADE LEVEL	12	
SUBJECT AREA	Civics/ Social Studies/ History/Gov't.	
MATERIALS INCLUDED:		
Student Materials		
Teacher's Guide	X	
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)		
Episode (few days)		
STUDENT MATERIALS:	NA	
Readings		
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy	X	
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making	X	
Sociological		
Geographical		

SPECIFIC TITLE	War and Peace	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic		
Social		
GEOGRAPHIC AREAS:		
North America	X	
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	5	
War/Peace Issues	5	
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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SOCIAL STUDIES CURRICULUM PROJECT
SOCIAL STUDIES CURRICULUM CENTER, CARNEGIE-MELLON UNIVERSITY
HOLT SOCIAL STUDIES CURRICULUM

DIRECTOR: Edwin Fenton
Social Studies Curriculum Center
Carnegie-Mellon University
Schenley Park
Pittsburgh, Pennsylvania 15213

AVAILABLE FROM: Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

GRADE LEVEL: 9-12

COST: Student texts (paperbound) vary from $2.97 to $6.33; teacher's guides vary from $2.16 to $2.46; A-V kits vary from $88.50 to $105.80; tests, $.66 to $.81.

In the first two volumes produced by the project (Comparative Political Systems and Comparative Economic Systems) the authors posit a framework for analyzing different political and economic systems. The framework is applied mainly to the political and economic systems of the United States and the Soviet Union. The texts are largely based on historical and legal descriptions of the two systems and the analysis is left up to the teacher and students. The two volumes consist primarily of parallel descriptions of different systems. There is little attention given to Soviet-American interaction as this is outside the scope of the studies.

Comparative Political Systems emphasizes several transnational concerns: how cultural values affect the political decision-making process in a given society, what role political ideology plays in political systems, and how institutions function within political systems. One reading, "The Political System of Stoerperberg Camp," uses a model of a simplified "society" to get students to ponder questions about how institutions develop and operate, why societies create governments, and how lines of authority are established between members of groups. Another section in the book deals with the concept of political leadership and how leadership roles are defined by the political systems in which they operate.

Comparative Economic Systems begins with an exercise in which students decide how they would allocate $100.00 from a personal fund. The exercise is useful for illustrating how the students' personal values and, therefore, their culture's values influence spending in an economic system. Although the text tends to type economies as "command" and "demand,"

the author emphasizes that such classification is more a matter of degree than of kind.

The volume entitled Tradition and Change in Four Societies contains basic material for students to begin comparing the idea of social change across time and space. However, no consistent systematic framework is used. The book is basically composed of sets of parallel descriptions of four societies and their experiences with development and change. (In October 1973, Holt is publishing a revised version of Tradition and Change, combined in the same volume with a formerly separate text in the Holt Curriculum, The Shaping of Western Society.)

Although not specifically designed for international studies, Introduction to the Behavioral Sciences offers some interesting global possibilities. (We have not analyzed this volume in detail in the following checklist.) With a bit of adaptation, materials could be added that invite students to explore adolescence, drug use, mental illness, and racial attitudes in a number of societies. Out of this study might come the realization that solutions to social problems might involve transnational cooperation. The text does include some materials that begin to study adolescence cross-culturally. A series of readings deal with adolescence in Hopi Indian society, Hasidism in Brooklyn, and adolescent patterns outside the United States.

A variety of materials and techniques are used to implement the project's inquiry model (see checklist). A detailed teacher's guide accompanies each course with step-by-step procedures for guiding the inquiry. Teaching techniques most often used are class and group discussions supplemented by writing exercises, simulation, and documentary analysis. Attention is also given to value clarification.

PROJECT TITLE: Social Studies Curriculum Project

CURRICULUM TITLE: Holt Social Studies Curriculum

SPECIFIC TITLE	Comparative Political Systems	Comparative Economic Systems
COPYRIGHT DATE	73	68
GRADE LEVEL	9 (10-12)	9 (10-12)
SUBJECT AREA	Political Science	Economics
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit	X	X
Tests	X	X
FORMAT:		
Year Course		
Semester Course	X	X
Unit (few weeks)		
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps		
Charts	X	X
Films/Filmstrips	X	X
Records	X	X
Tapes		
Transparencies	X	X
Artifacts		
Other (Student handouts)	X	X
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal	4	4
International System		
Decision Making	1	1
Sociological	2	
Geographical		

SPECIFIC TITLE	Comparative Political Systems	Comparative Economic Systems
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic		X
Social		
GEOGRAPHIC AREAS:		
North America	X	X
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union	X	X
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	5	5
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism	2	
Dissent, Protest, and Revolution		
Obligation and Authority	4	
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: Social Studies Curriculum Project

CURRICULUM TITLE: Holt Social Studies Curriculum

SPECIFIC TITLE	Tradition and Change in 4 Societies	
COPYRIGHT DATE	73	
GRADE LEVEL	10	
SUBJECT AREA	Sociology	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit	X	
Tests	X	
FORMAT:		
Year Course		
Semester Course	X	
Unit (few weeks)		
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies	X	
Maps	X	
Charts	X	
Films/Filmstrips	X	
Records	X	
Tapes		
Transparencies	X	
Artifacts		
Other (Student handouts)	X	
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	
Geographical		

SPECIFIC TITLE	Tradition and Change in 4 Societies	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	4	
Sub-National	2	
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic	X	
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America	X	
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa	X	
Middle East		
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)		
Southeast Asia	X	
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	4	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority	3	
Population and Ecology		
Race and Ethnocentrism	3	
Science and Technology		

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SOCIAL STUDIES PROJECT
HARVARD UNIVERSITY
PUBLIC ISSUES SERIES

DIRECTORS: Donald W. Oliver and Fred M. Newmann
Social Studies Project
Graduate School of Education
210 Longfellow Hall, Harvard University
Appian Way
Cambridge, Massachusetts 02138

AVAILABLE FROM: American Education Publications
Education Center
Columbus, Ohio 43210

GRADE LEVEL: 9-12

COST: Student booklets, $.40 each; teacher's guide, Cases and Controversy, free with purchase of 10 or more student booklets.

This series of booklets focuses on public issues posed as value dilemmas to which students apply critical thinking skills. One of the units in the series, Taking a Stand, examines the project's model for analyzing and discussing public issues. The developers contend that students need to be able to clarify their own value positions, deal with the ambiguities of value conflicts, and resolve or manage value conflicts. Since reasoned public debate of controversial issues is central to the rationale of this project, the dominant teaching techniques employed are discussion and questioning. Some use is also made of gaming, simulation, and role-playing. Each unit takes approximately 2-3 weeks of class time. The booklets consist primarily of readings and case studies and can be used to supplement existing classroom materials.

Units that are explicitly international follow a common format. First, a major world problem is identified, e.g., the role of diplomacy and international law in preventing war, the problem of limiting war in the nuclear age, the search for world order, and the role of revolution and intervention in world politics. Several brief case studies centering on the problem under consideration are then given. Students and teachers are left to synthesize the case materials on their own in accordance with the project rationale of openendedness.

The series is basically historically oriented. But, an important feature from our viewpoint is the relatively modern conception of world politics found in these units, namely that there are several different types of actors in the international system and not merely the nation-state. Several of the booklets identify some of the major issues in contemporary international relations, and, in this regard, the project

fills a definite vacuum. The units involved here are Diplomacy and International Law, The Limits of War, Revolution and World Politics, Population Control, and Organization Among Nations.

The project developers have also prepared a number of units that concentrate on issues in particular nations or regions of the world. Titles include Communist China, Colonial Africa, Twentieth Century Russia, Nazi Germany, and The American Revolution. Because these units raise issues of transnational concern, they are useful components of the international education curriculum. Distribution of wealth in a society, the role of leadership during times of crisis, the use of force and violence, and the role of ideology are just a few of the topics utilized to explore the causes and consequences of revolution and social change. Used together in a social studies classroom, these five units could be employed to compare societies during times of rapid social, political, and economic change.

Other units in the project focus primarily on the domestic aspects of public issues in the United States. Therefore, we have not analyzed them in detail in the checklist that follows. However, a few of the titles in this category, such as Science and Public Policy, The Immigrants' Experience, and The Railroad Era, can be embellished to give them a global dimension. International dimensions to these units can be added by placing emphasis on the world-wide nature of the problems discussed. Science and Public Policy, for example, raises the dilemma of the scientist's personal moral commitments vis á vis his responsibilities as a citizen of the nation. Other readings in the unit explore the difficulties in creating a political and social climate conducive to scientific discovery--difficulties which, of course, face most societies. Although The Immigrant's Experience is concerned only with United States immigration, the materials could be used to examine problems related to assimilation and acculturation in many societies. Similarly, The Railroad Era could be used as a point of departure for studying problems of national development and the roles of governments in helping nations achieve modernization.

PROJECT TITLE: Social Studies Project

CURRICULUM TITLE: Public Issues Series

SPECIFIC TITLE	Diplomacy and International Law	The Limits of War
COPYRIGHT DATE	70	70
GRADE LEVEL	9-12	9-12
SUBJECT AREA	Political Science	Political Science
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps	X	X
Charts	X	X
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics	3	X
International Law	4	
International Organization	3	
International Economics		
Foreign Policy	2	
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal	X	X
International System		
Decision Making		
Sociological		
Geographical		

SPECIFIC TITLE	Diplomacy and International Law	The Limits of War
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		X
Regional	X	
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social		
GEOGRAPHIC AREAS:		
North America	X	X
Central America/Caribbean	X	X
South America		
Western Europe	X	
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa	X	
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)	X	
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	4	5
War/Peace Issues	3	5
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment	3	
Transnational Organizations	3	
Nationalism		
Dissent, Protest, and Revolution	3	
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism	3	
Science and Technology		

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PROJECT TITLE: Social Studies Project

CURRICULUM TITLE: Public Issues Series

SPECIFIC TITLE	Revolution and World Politics	Population Control
COPYRIGHT DATE	70	71
GRADE LEVEL	9-12	9-12
SUBJECT AREA	Political Science	Science/Sociology
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps	X	X
Charts	X	
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics	X	
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal	X	
International System		
Decision Making		
Sociological		X
Geographical		

SPECIFIC TITLE	Revolution and World Politics	Population Control
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		X
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic		
Social		X
GEOGRAPHIC AREAS:		
North America		X
Central America/Caribbean	X	
South America		X
Western Europe		
Eastern Europe	X	
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East	X	
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		X
Southeast Asia	X	
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution	5	
Obligation and Authority		
Population and Ecology		5
Race and Ethnocentrism		
Science and Technology		

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PROJECT TITLE: Social Studies Project

CURRICULUM TITLE: Public Issues Series

SPECIFIC TITLE	Organizations Among Nations	Communist China
COPYRIGHT DATE	70	68
GRADE LEVEL	9-12	9-12
SUBJECT AREA	International Relations	History
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests		
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps	X	X
Charts	X	X
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law	X	
International Organization	X	
International Economics		
Foreign Policy		
Area/Comparative Studies		X
I.R. APPROACHES:		
Historical/Legal	2	3
International System	3	
Decision Making		
Sociological		4
Geographical		

SPECIFIC TITLE	Organizations Among Nations	Communist China
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global	X	
Regional	X	
National		X
Sub-National		X
DOMESTIC SYSTEM ANALYZED:		
Political		X
Economic		X
Social		X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America	X	
Western Europe		
Eastern Europe		
Soviet Union		
North Africa	X	
Sub-Sahara Africa	X	
Middle East		
East Asia (China-Japan)		X
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	5	
War/Peace Issues	4	
Development: Pol., Soc., Econ.		4
Trade, Aid, and Investment		
Transnational Organizations	5	
Nationalism	3	
Dissent, Protest, and Revolution		2
Obligation and Authority		3
Population and Ecology	5	
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES
AMERICAN SOCIOLOGICAL ASSOCIATION
EPISODES IN SOCIAL INQUIRY SERIES

DIRECTOR: Project closed August 1971; former directors are Robert C. Angell and Robert A. Feldmesser

AVAILABLE FROM: Allyn and Bacon, Inc.
Rockleigh, New Jersey 07647

GRADE LEVEL: 10-12

COST: Student booklets vary from $3.90 to $6.72 for set of 10; teacher's guides vary from $1.02 to $2.22 each.

Two episodes available for examination at the time of this survey in the social inquiry series are explicitly international: Family Form and Social Setting and Social Change: The Case of Rural China. However, a number of other episodes will be discussed here because of their potential usefulness in international education.

Family Form and Social Setting employs a sociological perspective to explore variations in family structure and the ways in which the family relates to the larger society. The episode uses cross-cultural, case study materials to compare the family in ancient Hebrew society, in an Israeli kibbutz, and in the United States. For analytical purposes the authors have devised a continuum designed to measure the degree to which each of the three family forms performs basic societal functions--religious training, social-educational training, replacement of expired members of society, and political and economic functions. One end of the continuum represents societies in which the family performs a large number of these functions; the other end represents societies in which the family role is minimal. The analysis is done by students using a handout chart. This chart offers interesting possibilities for learning about one's own society using the comparative approach. For example, the tabulated data might raise the following question: Looking at the family across time and space, is the U.S. family (more specifically, "your family") becoming more diffuse?

Social Change: The Case of Rural China is aimed at analyzing social change in modern society with particular reference to social changes in rural China from 1948 to 1968. For the most part the episode consists of readings used as the basis for making inferences about degrees and kinds of social change. One such reading concentrates on the status of women in China and the factors present at the time of the communist revolution that helped initiate a change in status. One interesting aspect of the narrative is the suggestion that what we term the Women's Liberation Movement in the United States was imposed from the top in

communist China. From that notion students can begin to inquire into the relationship between sources of change and obstacles to change that characterize cultures in a state of flux. Another reading ("Village Health and Technology") deals in an interesting fashion with the idea of culture shock. The reading describes the shock of rural peoples at the overnight changes brought by the revolution. Also included in this episode are materials for acting out a mini-drama entitled "Do Not Spit at Random!" The role-playing provides for an examination of the generation gap created in the New China. By participating in the drama, students could gain insight into how one kind of authority can be substituted for another. In this case, the specific example is how the traditional reverence for elders was in part replaced by allegiance and devotion to the state.

Several other episodes in the series have application to international education, though we have not analyzed them in detail in the checklist that follows. The Images of People booklet provides for an initial study of the sociology of perception and misperception. The Girl Watcher's Experiment from this episode generates data about the students' own stereotypes. Other parts of the episode apply the phenomenon of stereotyping to intergroup behavior and conflict.

Simulating Social Conflict contains several internationally oriented activities. A game entitled "Resources and Arms" would be useful for examining payoffs to nations in cooperating and/or competing for mutually advantageous goals in a conflict situation. In this case, the goal is the accumulation of resources. By participating in three versions of the game, students have an opportunity to determine which model most accurately reflects the real world of international relations. The game would also be useful for studying the role of intelligence-gathering systems in the international arena. Other sections of the episode deal with bargaining and negotiating in conflict situations.

Although the focus of Leadership in American Society is on Black leadership in the United States, the introductory lesson would be useful for studying certain universal components of leadership. Students are given a questionnaire containing six hypothetical leadership dilemmas involving the school and students. For instance, one situation asks which student in the class or school would be most likely to defend the honor of the school when boys from another school are insulting a group of students at a drive-in. Another asks which student could best coordinate a school fund-raising activity. use of the school setting and direct involvement of students in exploring universal notions about leadership makes the exercise highly motivating. Direct application to cross-national situations involving political leadership might prove somewhat difficult, but some universal ingredients of leadership are obviously included.

Two other episodes of an international nature were unavailable for our examination. They are Contemporary Soviet Society and Population Change: A Case Study of Puerto Rico. According to the publisher's brochure, the first "analyzes Soviet institutions objectively through the use of sociological models," and the second "analyzes the demographic transition in

Puerto Rico as an instance of population processes now beginning in many parts of the world."

The entire series is marked by its concern with having students analyze and make inferences from data. A variety of teaching techniques are employed, including role-playing, simulation, and case studies.

PROJECT TITLE: Sociological Resources for the Social Studies

CURRICULUM TITLE: Episodes in Social Inquiry Series

SPECIFIC TITLE	Family Form and Social Setting	Social Change: The Case of Rural China
COPYRIGHT DATE	71	71
GRADE LEVEL	10-12	10-12
SUBJECT AREA	Sociology	Sociology
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests	X	X
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)		
Episode (few days)	X	X
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps		
Charts	X	X
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other (Student handouts)	X	X
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:	NA	NA
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	X
Geographical		

SPECIFIC TITLE	Family Form and Social Setting	Social Change: The Case of Rural China
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National		
Sub-National	X	X
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	X
GEOGRAPHIC AREAS:		
North America	X	
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East	X	
East Asia (China-Japan)		X
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	5	5
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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5 = dominant theme

WORLD HISTORY PROJECT
NORTHWESTERN UNIVERSITY
A GLOBAL HISTORY OF MAN

DIRECTOR: Leften S. Stavrianos
Department of History
Northwestern University
Evanston, Illinois 60201

AVAILABLE FROM: Allyn and Bacon, Inc.
Rockleigh, New Jersey 07647

GRADE LEVEL: 10 (9-12)

COST: Student text, $6.18; student readings (paperbound), $3.99; teacher's guide, $.66; duplicator masters for tests, $12.00.

Essentially a world history text, this book offers the teacher an excellent opportunity to internationalize the standard world history course. The major advantages of this book are its global rather than Western perspective, its wealth of information on the major cultural regions of the world, and its emphasis on making the past relevant to the problems of today.

The text is divided into four major sections. The first, "The Environment of World History," gives a brief account of the influence of geography on the course of history. The second, "A Survey of World History," is a succinct survey of human history from the prehistorical through the modern period. Part Three, "The World's Major Culture Regions," is the core of the book. Seven major geographical/political regions of the world (United States, Soviet Union, Latin America, Middle East, India, China, and Sub-Sahara Africa) are described within a common framework consisting of basic facts about the regions. Implicit in this section are the ideas that all societies develop political institutions to maintain order and that cultural practices considered alien to one group may have functional value in another. Present conditions are discussed in each of the seven regions and explanations of these conditions are sought in their historical development. The last section of the book. "Global History Today and Tomorrow," discusses the forces of unity and disunity in the world today as well as the role of the United Nations in reducing world disunity.

Basically expository, this text does contain activities at the end of each unit which invite students to interpret, compare, contrast, collate, and evaluate the unit materials. A companion volume, Readings in World History, can be used independently or to supplement the text with in-depth readings and case studies.

This text offers an alternative for teachers seeking to explore world history in terms of comparability and interdependence of cultures.

PROJECT TITLE: World History Project

CURRICULUM TITLE: A Global History of Man

SPECIFIC TITLE	A Global History of Man	
COPYRIGHT DATE	70	
GRADE LEVEL	10 (9-12)	
SUBJECT AREA	World History	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit		
Tests	X	
FORMAT:		
Year Course	X	
Semester Course		
Unit (few weeks)		
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies		
Maps	X	
Charts	X	
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other		
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	(partially)	
I.R. APPROACHES:		
Historical/Legal	X	
International System		
Decision Making		
Sociological		
Geographical		

SPECIFIC TITLE	A Global History of Man	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global	X	
Regional		
National	X	
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic	X	
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean	3	
South America	3	
Western Europe		
Eastern Europe		
Soviet Union	3	
North Africa		
Sub-Sahara Africa	3	
Middle East	3	
East Asia (China-Japan)	3	
South Asia (Indian Subcontinent)	3	
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	World History	
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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WORLD HISTORY THROUGH INQUIRY

AUTHORS: Byron G. Massialas and Jack Zevin

AVAILABLE FROM: Rand McNally and Company
School Department
Box 7600
Chicago, Illinois 60680

GRADE LEVEL: 9-12

COST: Student booklets, $1.35 each; teacher's manuals, $1.20 each; for price information on media materials, write the publisher.

The World History Through Inquiry Series offers a variety of topics applicable to international education. Ostensibly a world history course, its format makes it easily adaptable to other social studies courses as well. The series is organized in topical/conceptual fashion, and each unit has been published separately for greater classroom flexibility. The format would be particularly appropriate for the mini-course design popular in many schools today.

The authors state that the project seeks "to teach students to think systematically and to generalize from given data" (authors' emphasis). Students are confronted with various forms of data (photographs, poetry, maps, graphs, slides, charts, documents, fictional excerpts, paintings, essays) relating to a problem or topic.* A six stage procedure is outlined to facilitate the development of systematic problem-solving skills. A number of the inquiry exercises follow a convergent pattern, hence "open-endedness" might be difficult to maintain at certain points in the materials. Each unit treats normative questions after an empirical reference has been developed. Considerable emphasis is placed on small-group work and interpretation of visual evidence. Readings are generally stimulating, although some of them could prove difficult for students

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*Particularly important are the authors' works concerning the addition of data to the exercises: "Although World History Through Inquiry includes the materials for initiating inquiry, teachers should always be prepared to introduce additional evidence." We would re-emphasize that point and add that certain types of data lose much of their affective appeal in packaged form. We realize the limitations imposed by attempting to make artifacts such as restaurant menus, diaries, newspaper columns, etc., available for mass distribution, however. The authors have done an admirable job of working within those limitations.

below average high school reading ability.

The Cultural Exchange unit focuses on cultural interdependence and how interaction results in cultural change and adaptation. The authors identify dominant and subordinate groups--Soviets/Uzbeks; Spanish/Indians of Central America; U.S. (Anglo middle-class)/Hopi Indians--as examples to illustrate the concepts of exchange and adaptation. Some generalizations students may develop in the course of their study, according to the authors, have application across the board internationally: if a country comes into contact with many others, its culture will gradually change; the greater the number of contacts a society has with others, the greater will be the amount of social change in that culture; if political and cultural boundaries of a society coincide, then there will be strong resistance to domination by another culture; if a society has a superior technology, then it will be able to easily dominate societies having less well-developed cultures.

Social Structure examines the phenomenon of social stratification and the various methods of determining status. The unit involves students in classifying societies according to social and economic classes; religious, educational, and occupational status; racial and ethnic identification; kinship; and sex roles. One section utilizes slides, newspaper ads, a questionnaire, a diary, and maps from which students make hypotheses about how societies stratify. Another exercise asks students to reflect on how the evidence they have looked at throughout the unit enables them to make generalizations about stratification. An interesting question raised in the materials asks: Suppose a society tried to conceal information about the way it is stratified. Would you still be able to find out about its stratification? If so, how? What evidence would you search for? The possibilities for extending the exercise beyond the data provided and the questions asked are obvious.

The introduction to the unit on World Order states that the booklet seeks to acquaint students with various types of international organization by asking them to examine some of the factors which complicate man's efforts to achieve and maintain world peace. Some of the readings delve into the impact of technology on making war. Other parts of the unit complement the notion by examining the historical backdrop of making war and making peace and how the complexions of both were changed by the advent of the atomic age. Another exercise invites students to analyze five models of world order and to select the one (or a combination) they think would most likely come about by the year 2000. In addition, they are asked to determine under which model they would prefer to live. Exciting questions raised by the authors include: Is order more important than individual freedom? Can there be peace without economic security?

Two Societies in Perspective concentrates on family relationships, economic developments, and political systems that have characterized China and Britain in various historical periods. Students may find that beyond their predetermined notions of discovering striking contrasts between the two societies, similarities are also in evidence. Exercise 5 asks them to make comparisons and judgments about what they think should be the

proper role of youth in a society, i.e., should it be to prepare for future responsibilities, to participate in decisions made by the society, or to initiate change? Further motivation is added by asking the students to relate their own roles in society to those of the British and Chinese youths described in the text.

Other units explore various topics related to history, the environment, and man's social, religious, and economic institutions. Political Systems is concerned with developing students' abilities to classify and analyze the structure and functions of different political systems. Important concepts in the unit include political change, social control, and intergroup conflict. Economic Organization uses Rostow's stages of economic growth to help students classify and analyze various types of economic systems. Concentration is on three ideal types of economies: traditional, market, and planned. Man and His Environment gives some attention to the international dimensions of the relationship between humans and their environment. Several stimulating inquiry lessons are used to examine this relationship. The unit on Religious/Philosophical Systems introduces students to the way in which different religious/philosophical systems attempt to explain life by defining man's relationships to the world. Looking into History presents students with problems of interpreting historical data. Topics in the volume include determining the reliability of evidence, dating evidence, and reconstructing the past from the evidence.

PROJECT TITLE: World History Through Inquiry

CURRICULUM TITLE:

SPECIFIC TITLE	Social Structure	Man and His Environment
COPYRIGHT DATE	70	70
GRADE LEVEL	9-12	9-12
SUBJECT AREA	Sociology	Geography
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit	X	X
Tests	X	X
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps	X	X
Charts	X	X
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other (Slides)	X	X
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		NA
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	
I.R. APPROACHES:		NA
Historical/Legal		
International System		
Decision Making		
Sociological	X	
Geographical		

SPECIFIC TITLE	Social Structure	Man and His Environment
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		X
National	X	
Sub-National	X	
DOMESTIC SYSTEM ANALYZED:		NA
Political		
Economic		
Social	X	
GEOGRAPHIC AREAS:	NA	NA
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:	NA	
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		5
Race and Ethnocentrism		
Science and Technology		

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5 = dominant theme

PROJECT TITLE: World History Through Inquiry

CURRICULUM TITLE:

SPECIFIC TITLE	Political Systems	Economic Organization
COPYRIGHT DATE	70	70
GRADE LEVEL	9-12	9-12
SUBJECT AREA	Political Science	Economics
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit	X	X
Tests	X	X
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		X
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other (Slides)	X	X
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:	NA	NA
Historical/Legal		
International System		
Decision Making		
Sociological		
Geographical		

SPECIFIC TITLE	Political Systems	Economic Organization
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National	X	X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic		
Social		X
GEOGRAPHIC AREAS:		
North America	NA	NA
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	NA	
War/Peace Issues		
Development: Pol., Soc., Econ.		3
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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5 = dominant theme

PROJECT TITLE: World History Through Inquiry

CURRICULUM TITLE:

SPECIFIC TITLE	World Order	Two Societies in Perspective
COPYRIGHT DATE	70	70
GRADE LEVEL	9-12	9-12
SUBJECT AREA	Political Science	
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit	X	X
Tests	X	X
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		X
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other (Slides)	X	X
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics	X	
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		X
I.R. APPROACHES:		NA
Historical/Legal	X	
International System		
Decision Making		
Sociological		
Geographical		

SPECIFIC TITLE	World Order	Two Societies in Perspective
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global	X	
Regional		
National		X
Sub-National		
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic		X
Social		X
GEOGRAPHIC AREAS:	NA	
North America		
Central America/Caribbean		
South America		
Western Europe		(Great Britain)
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		(China)
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	5	
War/Peace Issues		
Development: Pol., Soc., Econ.		3
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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PROJECT TITLE: World History Through Inquiry

CURRICULUM TITLE:

SPECIFIC TITLE	Cultural Exchange	Looking Into History
COPYRIGHT DATE	70	70
GRADE LEVEL	9-12	9-12
SUBJECT AREA		
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit	X	X
Tests	X	X
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies		
Maps		
Charts	X	
Films/Filmstrips		
Records	X	
Tapes		
Transparencies		
Artifacts		
Other (Slides)	X	X
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:	NA	NA
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal	NA	X
International System		
Decision Making		
Sociological		
Geographical		

SPECIFIC TITLE	Cultural Exchange	Looking Into History
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		NA
Global		
Regional		
National	X	
Sub-National	X	
DOMESTIC SYSTEM ANALYZED:		NA
Political		
Economic		
Social	X	
GEOGRAPHIC AREAS:	NA	NA
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		NA
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism	4	
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

Key: 1 = incidentally considered
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4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: World History Through Inquiry

CURRICULUM TITLE:

SPECIFIC TITLE	Religious/Philosophical Systems	
COPYRIGHT DATE	70	
GRADE LEVEL	9-12	
SUBJECT AREA	Philosophy/ Religion	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit	X	
Tests	X	
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies		
Maps		
Charts		
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other (Slides)	X	
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:	NA	
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies		
I.R. APPROACHES:		
Historical/Legal	NA	
International System		
Decision Making		
Sociological		
Geographical		

SPECIFIC TITLE	Religious/Philosophical Systems	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional		
National		
Sub-National	X	
DOMESTIC SYSTEM ANALYZED:		
Political		
Economic		
Social	X	
GEOGRAPHIC AREAS:		
North America	NA	
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution	NA	
War/Peace Issues		
Development: Pol., Soc., Econ.		
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution		
Obligation and Authority		
Population and Ecology		
Race and Ethnocentrism		
Science and Technology		

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WORLD STUDIES INQUIRY PROJECT
UNIVERSITY OF CALIFORNIA AT BERKELEY

DIRECTOR: Robin J. McKeown
Department of Education
Sproul Hall
University of California
Riverside, California 92502

AVAILABLE FROM: Field Educational Publications, Inc.
2400 Hanover Street
Palo Alto, Cal. 94304

GRADE LEVEL: 7-12

COST: Student booklets, $1.80 each; teacher's guides, $.75 each.

This series is based on an examination of three regions, Sub-Saharan Africa, Latin America, and Asia. Common themes are applied to each region --geographic considerations, traditional patterns of culture, changing patterns of culture, people and thought, and problems and promises. There is no attempt at comparative analysis among regions, however. Utilizing largely a sociological and geographical approach, the students study about the people of the region and their experiences with development, population dynamics, race relations, and protest and revolution.

The materials are particularly suitable for "slow learners" (reading level is 5th grade). The three volumes contain several exercises which include both numerical data (maps, charts, graphs, documents) and non-numerical data (pictures, picture-essays, case studies, essays, documents) from which students infer about the nature of political, economic, and cultural life in each region. The inquiry is supplemented with expository material designed to provide students with factual background information.

The author has given considerable attention to the affective appeal of the materials, and in so doing has done an admirable job of helping students open their feelings to the joys and frustrations of people in the Third World. One example of this affective appeal can be illustrated by a set of readings found in the Latin America volume. Two narratives--one concerning the death of a poet in Uruguay and the tribute paid him by his society, the other concerning the deaths of a financier and a poet in the United States and the contrasting tribute paid them by their society--are placed in juxtaposition. This juxtaposition provides an opportunity for students to reflect upon their own values and upon how those values have been shaped by culture.

All three volumes deal with the concepts of authority, social change, and conflict. All are written primarily from a non-ethnocentric perspective.

PROJECT TITLE: World Studies Inquiry Project

CURRICULUM TITLE:

SPECIFIC TITLE	Latin America	Africa
COPYRIGHT DATE	69	69
GRADE LEVEL	7-12	7-12
SUBJECT AREA	World Cultures/ Area Studies	World Cultures/ Area Studies
MATERIALS INCLUDED:		
Student Materials	X	X
Teacher's Guide	X	X
A-V Kit		
Tests	X	X
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	X
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	X
Case Studies	X	X
Maps	X	X
Charts	X	X
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other (pictures, pict. essays)	X	X
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	X
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological		
Geographical	X	X
	X	X

SPECIFIC TITLE	Latin America	Africa
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional	X	X
National		
Sub-National	X	X
DOMESTIC SYSTEM ANALYZED:		
Political	X	X
Economic	X	X
Social	X	X
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean	X	
South America	X	
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		X
Middle East		
East Asia (China-Japan)		
South Asia (Indian Subcontinent)		
Southeast Asia		
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	4	4
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution	3	2
Obligation and Authority		
Population and Ecology	3	3
Race and Ethnocentrism	3	3
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

PROJECT TITLE: World Studies Inquiry Project

CURRICULUM TITLE:

SPECIFIC TITLE	Asia	
COPYRIGHT DATE	69	
GRADE LEVEL	7-12	
SUBJECT AREA	World Cultures/ Area Studies	
MATERIALS INCLUDED:		
Student Materials	X	
Teacher's Guide	X	
A-V Kit		
Tests	X	
FORMAT:		
Year Course		
Semester Course		
Unit (few weeks)	X	
Episode (few days)		
STUDENT MATERIALS:		
Readings	X	
Case Studies	X	
Maps	X	
Charts	X	
Films/Filmstrips		
Records		
Tapes		
Transparencies		
Artifacts		
Other (pictures, pict. essays)	X	
CENTRAL CONCEPTS OF I.R.:		
SUBFIELDS:		
International Politics		
International Law		
International Organization		
International Economics		
Foreign Policy		
Area/Comparative Studies	X	
I.R. APPROACHES:		
Historical/Legal		
International System		
Decision Making		
Sociological	X	
Geographical	X	

SPECIFIC TITLE	Asia	
CENTRAL CONCEPTS (cont'd.)		
LEVEL OF ANALYSIS:		
Global		
Regional	X	
National		
Sub-National	X	
DOMESTIC SYSTEM ANALYZED:		
Political	X	
Economic	X	
Social	X	
GEOGRAPHIC AREAS:		
North America		
Central America/Caribbean		
South America		
Western Europe		
Eastern Europe		
Soviet Union		
North Africa		
Sub-Sahara Africa		
Middle East		
East Asia (China-Japan)	X	
South Asia (Indian Subcontinent)	X	
Southeast Asia	X	
SUBSTANTIVE ISSUES:		
Conflict/Conflict Resolution		
War/Peace Issues		
Development: Pol., Soc., Econ.	4	
Trade, Aid, and Investment		
Transnational Organizations		
Nationalism		
Dissent, Protest, and Revolution	2	
Obligation and Authority		
Population and Ecology	3	
Race and Ethnocentrism	3	
Science and Technology		

Key: 1 = incidentally considered
2 = considered, but not of prime concern
3 = occasionally recurring theme, or intensively studied for short period
4 = continuously recurring theme
5 = dominant theme

CROSS-REFERENCES FOR PART I

Sponsoring Institution

AMERICAN ANTHROPOLOGICAL ASSOCIATION, see Anthropology Curriculum Study Project (ACSP)

AMERICAN SOCIOLOGICAL ASSOCIATION, see Sociological Resources for the Social Studies

ASSOCIATION OF AMERICAN GEOGRAPHERS, see High School Geography Project (HSGP)

CALIFORNIA, UNIVERSITY OF, AT BERKELEY, see Asian Studies Curriculum Project; World Studies Inquiry Project

CARNEGIE-MELLON UNIVERSITY, see Social Studies Curriculum Project

CHICAGO, UNIVERSITY OF, see Amherst Project

COMMITTEE ON THE STUDY OF HISTORY, see Amherst Project

GEORGIA, UNIVERSITY OF, see Anthropology Curriculum Project

HARVARD UNIVERSITY, see Social Studies Project

HIGH SCHOOL CURRICULUM CENTER IN GOVERNMENT, see High School Government Project

INDIANA UNIVERSITY, see High School Government Project

LINCOLN FILENE CENTER FOR CITIZENSHIP AND PUBLIC AFFAIRS, see High School Social Studies Program

MINNESOTA, UNIVERSITY OF, see Project Social Studies

NORTHWESTERN UNIVERSITY, see World History Project

SOCIAL STUDIES CURRICULUM CENTER, see Social Studies Curriculum Project

TUFTS UNIVERSITY, see High School Social Studies Program

Curriculum Title

AMERICAN POLITICAL BEHAVIOR, see High School Government Project

ASIAN STUDIES INQUIRY PROGRAM (ASIP), see Asian Studies Curriculum Project

EPISODES IN SOCIAL INQUIRY SERIES, see Sociological Resources for the Social Studies

GEOGRAPHY IN AN URBAN AGE, see High School Geography Project (HSGP)

GLOBAL HISTORY OF MAN, A, see World History Project

HOLT SOCIAL STUDIES CURRICULUM, see Social Studies Curriculum Project

PATTERNS IN HUMAN HISTORY, see Anthropology Curriculum Study Project (ACSP)

PUBLIC ISSUES SERIES, see Social Studies Project

UNITS IN AMERICAN HISTORY, see Amherst Project

Director

ANGELL, ROBERT C., see Sociological Resources for the Social Studies

BAILEY, WILFRID C., see Anthropology Curriculum Project

BROWN, RICHARD H., see Amherst Project

COLLIER, MALCOLM, see Anthropology Curriculum Study Project (ACSP)

FELDMESSER, ROBERT A., see Sociological Resources for the Social Studies

FENTON, EDWIN, see Social Studies Curriculum Project

GIBSON, JOHN S., see High School Social Studies Program

HELBURN, NICHOLAS, see High School Geography Project (HSGP)

KURFMAN, DANA, see High School Geography Project (HSGP)

MASSIALAS, BYRON G., see World History Through Inquiry

McKEOWN, ROBIN J., see Asian Studies Curriculum Project; World Studies Inquiry Project

MEHLINGER, HOWARD D., see High School Government Project

MICHAELIS, JOHN U., see Asian Studies Curriculum Project

NEWMANN, FRED M., see Social Studies Project

OLIVER, DONALD W., see Social Studies Project

PATRICK, JOHN J., see High School Government Project

PATTISON, WILLIAM, see High School Geography Project (HSGP)

RICE, MARION J., see Anthropology Curriculum Project

STAVRIANOS, LEFTEN S., see World History Project

WEST, EDITH, see Project Social Studies

ZEVIN, JACK, see World History Through Inquiry

Publisher

ADDISON-WESLEY PUBLISHING COMPANY, see Amherst Project

ALLYN AND BACON, INC., see Sociological Resources for the Social Studies; World History Project

AMERICAN EDUCATION PUBLICATIONS, see Social Studies Project

FIELD EDUCATIONAL PUBLICATIONS, INC., see Asian Studies Curriculum Project; World Studies Inquiry Project

GINN AND COMPANY, see High School Government Project

HOLT, RINEHART AND WINSTON, INC., see Social Studies Curriculum Project

MACMILLAN COMPANY, THE, see Anthropology Curriculum Study Project (ACSP); High School Geography Project (HSGP)

NEWSWEEK EDUCATIONAL DIVISION, see High School Social Studies Program

RAND McNALLY AND COMPANY, see World History Through Inquiry

Subject Matter

ANTHROPOLOGY, see Anthropology Curriculum Project; Anthropology Curriculum Study Project (ACSP)

AREA STUDIES, see Asian Studies Curriculum Project; Project Social Studies; World Studies Inquiry Project

CIVICS, see Project Social Studies

ECONOMICS, see Social Studies Curriculum Project; World History Through Inquiry

INTERNATIONAL RELATIONS, see Social Studies Project

GEOGRAPHY, see High School Geography Project; World History Through Inquiry

GOVERNMENT, see Project Social Studies

HISTORY, see Project Social Studies; Social Studies Project; World History Through Inquiry

HISTORY, U.S., see Amherst Project

HISTORY, WORLD, see Project Social Studies; World History Project

PHILOSOPHY AND RELIGION, see World History Through Inquiry

POLITICAL SCIENCE, see High School Government Project; High School Social Studies Program; Social Studies Curriculum Project; Social Studies Project; World History Through Inquiry

SCIENCE (PHYSICAL), see Social Studies Project

SOCIAL STUDIES, see Project Social Studies

SOCIOLOGY, see Social Studies Curriculum Project; Social Studies Project; Sociological Resources for the Social Studies; World History Through Inquiry

WORLD CULTURES, see Asian Studies Curriculum Project; World Studies Inquiry Project

Grade Level(s)

GRADE 7, see Anthropology Curriculum Project

GRADES 7-12, see (High School Geography Project); World Studies Inquiry Project

GRADE 9, see Anthropology Curriculum Project

GRADES 9-10, see Anthropology Curriculum Study Project (ACSP)

GRADES 9-12, see High School Government Project; High School Social Studies Program; Social Studies Curriculum Project; Social Studies Project; (World History Project); World History Through Inquiry

GRADE 10, see High School Geography Project (HSGP); World History Project

GRADES 10-12, see Asian Studies Curriculum Project; Sociological Resources for the Social Studies

GRADES 11-12, see Project Social Studies
GRADE 12, see Amherst Project

PART II

AN ANNOTATED LIST OF SIMULATION/GANES

WITH GLOBAL DIMENSIONS

The use of simulation/games in the classroom has greatly increased in recent years. One reason is the participative nature of these activities. Rather than merely acting as casual observers of the world's events, students are encouraged to play active roles and function as members of a team. In many simulation activities, participants must weigh alternative courses of action and make decisions in order to resolve hypothetical crisis situations.

What follows is a brief, annotated listing of a few of the simulation/games available for international education. There are, of course, many more. Moreover, the scope of this section is limited to brief descriptions of the activities. But implicit in the descriptions are notations about the kinds of social studies topics and courses that can be used to emphasize the international dimension via the simulation technique.

For more specific details about the games listed here as well as information about over 800 more see David W. Zuckerman and Robert E. Horn, eds., The Guide to Simulation Games for Education and Training (Lexington, Mass.: Information Resources, Inc., 1971); William A. Nesbitt, Simulation Games for the Social Studies Classroom (New York: Foreign Policy Association, 1971); and Cheryl L. Charles and Ronald Stadsklev, eds., Learning with Games: An Analysis of Social Studies Educational Games and Simulations (Boulder, Colo.: Social Science Education Consortium and ERIC/ChESS, 1973).

Alpha Crisis Game

Students play the roles of national decision-makers in this game which simulates the historical situation of July 1914. There are six countries involved, and 24-30 students are ideal numbers to have participate. The game takes about a week of class time, although it can take less depending upon the play. This game is part of the "July 1914 Crisis" materials written by William Nesbitt in the New York State Education Department. Nesbitt has also recently completed a set of data analysis exercises dealing with war/peace issues and the environmental crisis.

Available from: Center for International Programs and Comparative Studies
State Education Department
99 Washington Avenue
Albany, New York 12210
Grade level: Senior High

Alternation

Recently developed by Margaret Levy of CTIR, Alternation is a simulation on the dynamics of internal revolt. Based on the situation in pre-war Pakistan, the game has players play the roles of members of two major ethnic groups in a nation. Through bargaining and trading sessions, the groups try to build a united nation while avoiding civil war. The game encourages students to seek alternatives to the use of violence in settling intergroup or international conflicts.

Available from: Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80210
Grade level: Junior-senior high

Athens and Sparta in Confrontation

Various activities and exercises are involved in this unit developed by the Education Development Center. The setting is the Peloponnesian War and the actors are Athens and Sparta. Fundamental universal questions run through the materials: To what extent does war transform the nature and characteristics of a society? What moral questions confront a state and its citizens in war? What resources and standards does a society draw on to deal with the dilemmas of war? Is war inevitable, or are there other alternatives for nations in conflict?

Available from: Education Development Center
15 Mifflin Place
Cambridge, Massachusetts 02138
Grade level: Senior high

Baldicer

Baldicer focuses on the problems of feeding the world's population. Objectives include: to help players experience the interdependent nature of the world economy; to increase awareness of related issues such as population

explosion, inflation, and technological distributions; and to provide a tool for studying various courses of action.

Available from: John Knox Press
P.O. Box 1176
Richmond, Virginia 23209
Grade level: Junior high-adult

Conflict

Based on a futuristic world order model developed by Arthur Waskow, this simulation raises many of the problems that must be dealt with under any system of world government. Nations represented in the model range from "super powers" to small underdeveloped countries. The world represented in the model is divided between two ideologically oriented blocs and a group of unaligned nations.

Available from: Institute for World Order
11 West 42nd Street
New York, New York 10036
Grade level: Senior high-adult

Crunch

This simulation involves students in the roles of decision makers faced with alternative ways of resolving an escalating international crisis. The game is further described in Gaming by Dennis Benson.

Available from: Abingdon Press
201 8th Avenue South
Nashville, Tennessee 37203
Grade level: Senior high-adult

Confrontation: The Cuban Missile Crisis

This decision-making exercise comprises the core of a multi-media package developed by School Marketing, Inc., in cooperation with the World Law Fund. The exercise puts students on the spot as they puzzle over the same alternatives the Soviet Union and United States faced during the missile crisis of 1962. Through this exercise, students can gain a sense of the system restraints on ranges of action open to nations in the decision-making process.

Available from: School Marketing, Inc.
1414 Avenue of the Americas
New York, New York 10023
Grade level: Senior high

Crisis

Participants form teams of three to six players to manage the affairs of six fictional nations. The nations, which vary in overall strength and military capacity, are faced with the problem of resolving a tense world situation in a mining area of vital importance to the world. In

general, the goals for all nations are to secure the precious element Dermatium from the mines for their people, to prevent the destruction of their nation, and to bring about world peace.

Available from: SIMILE II
Western Behavioral Sciences Institute
1155 Silverado
La Jolla, California 92037
Grade level: Senior high-adult

Dangerous Parallel

Developed by the Foreign Policy Assocation, this model simulates international negotiation and decision-making during an international crisis. The disguised historical situation used is the Korean War, but the model is useful for examining conflict resolution in general. Objectives include having students realize the consequences of their action, seeing the importance of other nations' reactions and views, and helping students achieve a more realistic approach to international affairs.

Available from: Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025
Grade level: Senior high-adult

Destiny

Six factions are represented in this simulation of the crisis which led to the Spanish-American War. Research concerning the situation and the respective faction roles is conducted by the students. These factions (e.g., newspapermen, imperialists, anti-imperialists, businessmen) attempt to influence the President in his decision as to whether or not the United States should become involved in war.

Available from: Interact
P.O. Box 262
Lakeside, California 92040
Grade level: Senior high

The Game of Empire

Part of the Education Development Center's curriculum From Subject to Citizen, the design of this game is to have students become involved in the ways men made their living in the trading system of the British Empire. The time in history is about 1735. The class divides into six teams, each team representing an important interest group in the empire. The aim of each team is to trade its own products for other products that are not grown or manufactured in its region.

Available from: KDI Instructional Systems, Inc.
1810 Mackenzie Drive
Columbus, Ohio 43214
Grade level: Junior high

Guns or Butter

Guns or Butter models an international system of five sovereign nation-states of various resources and power. The object of the game is for the student decision makers to advance the security and economic and political welfare of their countries through such means as trade agreements, common markets, military alliances, and even war. The winner of the game is the country ending up with the greatest percentage increase in non-military resources over what it had at the start of the game.

Available from: SIMILE II
Western Behavioral Sciences Institute
1150 Silverado
La Jolla, California 92037
Grade level: Junior high-adult

Inter-Nation Simulation

I-NS is a simplified representation of a system of nations and international organizations designed to give participants experience in making decisions in the international system. Among the activities engaged in by participants during the play are international trade, alliance and coalition formation, and, if the situation warrants, even war. Nations represented have various forms of governments, demographic positions, and resources.

Available from: Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
Grade level: Senior high-adult

International Trade

Focusing on the international trading of two fictional commodities--"bushbats" and "skyhooks"--this model attempts to demonstrate the advantages and disadvantages of trade between two areas, the United States and the Common Market.

Available from: Science Research Associates
259 East Erie Street
Chicago, Illinois 60611
Grade level: Adult

Mission

This simulation begins with students organizing themselves into six factions representing major United States viewpoints on the Vietnam War. Students engage in research of their roles and the historical situation and seek to influence the President in making foreign policy decisions concerning the war.

Available from: Interact
P.O. Box 262
Lakeside, California 92040
Grade level: Junior high-adult

Point Roberts

Part of the High School Geography Project's unit Political Geography, this simulation involves students in a hypothetical international boundary dispute between Canada and the United States. Several interest groups provide input into the resolution of the dispute, and emphasis is placed on understanding some of the ways boundaries function as the limits of a political territory. The film "The Hat" is recommended for use with the activity.

Available from: The Macmillan Company
School Division
866 Third Avenue
New York, New York 10022
Grade level: Senior high

Simulation: The Decision-Making Model

The developers of this model state that its purpose is "to help the participants gain insights into the complex procedures of international relations and, hopefully, to introduce him to analytical tools to use in evaluating foreign policy in the real world." Students play the roles of decision-makers in five hypothetical nations. Each nation attempts to improve both its domestic situation and its relative position in the international arena.

Available from: World Affairs Council of Philadelphia
John Wanamaker Store
13th and Market Streets
Philadelphia, Pennsylvania 19107
Grade level: Senior high

Starpower

Designed to have participants inquire into the uses of power in a low mobility, three-tiered social system, this simulation is useful in making inferences about power as a phenomenon in international relations. Wealth is distributed to participants in the form of chips, and players have an opportunity to move from one group to another by trading with others in the game.

Available from: SIMILE II
Western Behavioral Sciences Institute
1150 Silverado
La Jolla, California 92037
Grade level: Upper elementary-adult

State Systems Exercise

This model represents three different international systems: the classical "balance of power" system of the 18th and 19th century, the "transnational" system of the late 19th and early 20th century, and the contemporary "balance of terror" system. The exercise, which is part of the

International Relations Undergraduate Education Project at Syracuse University, is designed to familiarize participants with concepts used by statesmen and scholars in describing patterns of stability in the international system.

Available from: International Relations Program
Maxwell School
Syracuse University
Syracuse, New York 12310
Grade level: Senior high-adult

System Imperiled!

This game simulates basic features of the "balance of power" concept. Primary activities include the exchange of power units, formation of alliances, and the making of war and peace. Role playing is not specifically built into the game, although it may be introduced by the instructor if desired.

Available from: Center for Teaching International Relations
Graduate School of International Studies
University of Denver
Denver, Colorado 80210
Grade level: Senior high

Trade and Develop

Players in this simulation make decisions concerning production, trade, and investment as they focus on the processes of international trade and economic development.

Available from: Academic Games Project
Center for the Study of Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21212
Grade level: Junior-senior high

War or Peace

During this game the classroom becomes an imaginary world made up of a continent and an island--the arena of interaction of seven sovereign nations. The international relations model can be used to point out the condition of international anarchy throughout history, as well as the "balance of power" concept.

Available from: Scenario in the November 1966 issue of Social Education
Grade level: Junior-senior high

PART III

AN ANNOTATED LIST OF

GLOBAL EDUCATION CENTERS, PROJECTS, AND ORGANIZATIONS

THE AFRICAN-AMERICAN INSTITUTE
866 United Nations Plaza
New York, New York 10018

The African-American Institute is the largest U.S. private organization working to further African development and to increase American understanding of African economics, culture, and politics and of such issues as human rights and racial equality.

Since founded in 1953, AAI has administered scholarship programs providing U.S. higher education for more than 3,000 Africans. It has played a major role in initiating and carrying out a program for Africans to study at African universities outside their own countries. Other African development activities include technical training programs in the United States and Africa; short-term U.S. study and travel visits by (to date) almost 1,500 African leaders, specialists, and educators; assistance to African university faculty recruitment; and research on problems related to African development, including a major study of nonformal education activities in Africa.

The Institute's informational efforts include the magazine Africa Report and other publications; African travel and study by American educators and students; a range of activities to expand and strengthen U.S. school teaching about Africa; and briefings, seminars, and conferences for "key" Americans, including Congressmen, media leaders, officers of civil rights organizations, and others in leading positions. In addition to its headquarters in New York, AAI maintains five regional offices in Africa.

AAI's Africa Report is a useful periodical for college and high school students and teachers, highly valued for its current information on Africa and its innovative education column. The Institute's Educators to Africa Association, a new group offering very low-cost travel to Africa for educators, also appeals widely to U.S. teachers. College students wishing to study in Africa may receive AAI help in obtaining placement at an African university.

The AAI School Services Division was formed in 1969 to stimulate interest in teaching about Africa and to help American elementary and secondary schools carry out more effective teaching programs. The Division organizes teacher-education courses on materials, methods, and substance for teaching about Africa; holds briefing sessions and workshops on teaching; issues free and low-cost information on resources; produces inexpensive materials for classroom use; contributes to educational publications; and works in other ways to expand and improve classroom study of Africa. To obtain AAI's free listings of resource materials, curriculum guidance, and research services, write its School Services Division. (Excerpted from Intercom #70: Southern Africa: Problems and U.S. Alternatives, September 1972, pp. 57-58. New York: Center for War/Peace Studies. Charles Bloomstein, editor.)

CENTER FOR INTERNATIONAL PROGRAMS AND COMPARATIVE STUDIES
The University of the State of New York
The State Education Department
99 Washington Avenue
Albany, New York 12210

The Center for International Programs and Comparative Studies began its work in 1961. The principal office of the Center is located within the New York State Department of Education in Albany. An important component of the Center is its Office of Comparative Education and Educational Exchange, which seeks to improve understanding of foreign educational systems and programs. This office is also concerned with opportunities for educational exchange and overseas development activities. Other offices of the Center for International Programs and Comparative Studies are:

> Foreign Area Materials Center (11 West 42nd Street, New York, New York 10036), which prepares and distributes materials on foreign area studies, primarily at the undergraduate level. The FMAC is sponsored by the National Council of Associations for International Studies.
>
> The Educational Resources Center (D-53 Defence Colony, New Delhi-3, India), which prepares material and carries out curriculum and study programs about India for American schools, colleges, and universities.

In addition, the Center for International Programs and Comparative Studies is affiliated with the Educational Materials Project (1790 Broadway, New York, New York 10019), an activity of the Conference on World Affairs, Inc., in association with the Center. The Educational Materials Project undertakes specific programs to develop study materials on foreign areas and provides liaison with schools in the United States for the Educational Resources Center.

Since its founding the Center for International Programs and Comparative Studies has been concerned with providing opportunities and resources for the study of world regions in the schools, colleges, and universities of New York State. Much of this work has been in teacher education programs, which consist of seminars, conferences, institutes, and independent study projects organized under the sponsorship of the Center by various educational and cultural institutions in New York. These programs have been conducted in cooperation with agencies elsewhere in the United States and abroad.

In addition to projects within New York State, the Center has been engaged in cooperative efforts both nationally and internationally, collaborating with the U.S. National Commission of the States and other state education departments. The Center has played an active role in the development of the National Council of Associations for International Studies.

Recently William Nesbitt has been working for the Center on several curriculum packages for use in secondary schools. Among these materials are the simulation game Guns or Butter and a set of inquiry lessons based on statistical data analysis entitled Data on the Human Crisis.

The Center derives its support from state appropriations and from federal government and private foundations grants and contracts. A variety of publications and other materials such as tapes and slides has been issued since 1961.

CENTER FOR TEACHING INTERNATIONAL RELATIONS (CTIR)
Graduate School of International Studies
University of Denver
Denver, Colorado 80210

The Center for Teaching International Relations is a federally funded program established in 1969 to improve the teaching of international relations at the secondary level. The Center's approach to education is not one that offers "packaged" knowledge, avoids controversy, or presents materials in a "this is the way it is" manner. Rather, it is a dynamic and open-ended approach, in which assumptions are challenged, value questions are raised, and the absence of easy answers is emphasized. The student is encouraged to examine his stereotypes, his own identity and values, his role as a citizen, and the role of his country in the international community. The curriculum materials of the Center are designed to facilitate this examination through inquiry lessons, role-playing, follow-up debriefing of audio-visual presentations, and value analysis exercises.

The Center's activities include: inservice and preservice institutes in comparative world politics; development of student-oriented multimedia, readings, and games; a Materials Distribution Center to loan internationally-oriented multimedia and other teaching materials to teachers in nearby states; maintenance of a library of books, periodicals, curriculum project materials, and clipping files for the use of visiting teachers. In addition, CTIR publishes Global Dimensions, a thrice-yearly pamphlet that focuses on international dimensions of particular problems, such as race, ecology, and conflict, and includes student readings, learning games, and resource suggestions. A quarterly newsletter informs teachers of activities and materials useful for internationalizing ongoing social studies courses. The Center also offers consultation services to teachers and districts. These activities are concentrated in a 14-state Rocky Mountains-Great Plains region.

Housed in the Graduate School of International Studies at the University of Denver, CTIR can rely on excellent resources in carrying out its activities and services.

CENTER FOR WAR/PEACE STUDIES (CW/PS)
A Program for Global Perspectives in Education
218 East 18th Street
New York, New York 10003

Founded in 1966 as the major program of the New York Friends Group, Inc., the Center for War/Peace Studies has the basic purpose of integrating global perspectives into elementary and secondary studies across the country. The Center works nationally, regionally, and locally with schools, related agencies, and teachers to help prepare young people to cope intelligently with conflict and change today and in the future. Among the issues tackled by the Center are ecology and economic growth, competition for limited energy and other resources, population pressures, violence in and between societies, and intolerable gaps between rich and poor within and between nations. The Center encourages global thinking about these issues through use of such concepts as interdependence and change, perception and misperception, and conflict and conflict resolution.

The teacher education program of the CW/PS provides a national service for K-12 to help teachers, teacher trainers, curriculum supervisors, and administrators improve teaching about global issues. Inservice and preservice workshops for educators are held in all regions of the U.S. Several regional centers are being developed to serve as laboratories and outlets for the Center's work. Two centers already in operation are the West Coast Office at 50 Vashell Way, Suite 300, Orinda, California 94563; and Center for Teaching International Relations (CTIR) at the Graduate School of International Studies, University of Denver, Denver, Colorado 80210. They provide continuing service and support to educators and educational institutions, and also enable the Center to administer pilot projects in varied settings.

The pilot projects develop curriculum materials and evaluate them in depth. They also test various methods of improving global perspectives in education. Elements of these experimental efforts can be replicated in other regions or incorporated in national programs. The pilot projects of the Center are Diablo Valley Education Project (California), Santa Clara Valley Project (California), Connecticut School Project in International Education, China in the Schools, and Center Associates.

The Center also offers consultation services. In consultation with Center staff, educators can select from various general content areas and modern teaching methods in planning workshops for their local districts. The Center also has a consultation service for school systems through which are made available to the schools, on a contract basis, experienced educators and international relations scholars who can evaluate curricula and make recommendations for improvement.

The Center collects and annotates materials useful for teaching about our global society and its problems of war, peace, conflict, and change. It then makes this information available to educators. In areas where curriculum materials are found inadequate, the Center stimulates the production of new materials, which are tested by the Diablo Valley Education Project, the Schools Program, and other organizations.

CW/PS publishes two periodicals. Intercom is designed to meet specific needs of the classroom teacher. It includes complete teaching units, annotated bibliographies, and other valuable resource material. War/Peace Report is a bimonthly publication presenting articles on arms control and disarmament, the United Nations, development, population, global ecology, human rights, and world crisis areas.

CONSORTIUM FOR INTERNATIONAL STUDIES EDUCATION
University of Missouri--St. Louis
St. Louis, Missouri 53121

Organized by the Education Commission of the International Studies Association, the primary goal of the Consortium is to improve international studies education in the U.S. at many levels (K-12, college, and continuing education) through the establishment of an institutional network for developing, testing, and disseminating innovative materials in the field, as well as scrutinizing existing materials. These activities are designed to (1) increase general interest in pedagogical problems and general awareness of the potential value of new approaches to teaching in the field; (2) cultivate a body of international studies instructors who are skilled in the most advanced educational technology; (3) develop a set of materials that reflect these innovations and have a demonstrated utility; (4) render these materials available for widespread use in international studies curricula; and (5) provide a continuing mechanism for reviewing educational objectives and methodologies in the field.

Founded in the fall of 1972, the Consortium quickly developed several innovative "learning packages" that were to be demonstrated at regional workshops throughout the country in the summer of 1973. Information about these workshpps and other Consortium activities can be obtained by contacting J. Martin Rochester at the Center.

DIABLO VALLEY EDUCATION PROJECT
50 Vashell Way, Suite 300
Orinda, California 94563

In an increasingly complex and dangerous world, coming generations must be better prepared to cope with and shape the accelerating social conflict and change that will inevitably occur. The Diablo Valley Education Project is an effort to provide this preparation through schools and communities by developing a curriculum emphasizing the international dimension in education.

DVEP involves people from all segments of the community: students, teachers, parents and others representing diverse views. Under this sponsorship, the Project develops and tests educational programs it hopes will prove successful throughout the country. DVEP is a cooperative project with the Mt. Diablo Unified School District and the Center for War/Peace Studies. The Center serves as a bridge between national educational resources and the local undertaking in Diablo Valley. It holds teachers' workshops throughout the U.S., surveys curriculum resources (texts, films, articles, games, etc.), and creates original curriculum materials--many based on the efforts of teachers in Diablo Valley.

The world and our knowledge about it have changed radically since the beginning of the nuclear age; the problem is how to bring our new knowledge into the classroom. The complexity of issues facing students points up the need for fundamental and objective education on concepts basic to an understanding of the world's major social problems. DVEP works to answer this need for responsible educational change by engaging students in a study of global interdependence, conflict, and change, while preventing polarization around extreme political views. It proceeds on the assumption that most of humanity is part of a single global system of interdependent parts. The Project acts as a catalyst for school administrators, teachers, university professors, resource organizations, parents, and students--challenging each to consider how it can meet these concerns.

Curriculum Guides to the concepts of interdependence, conflict, values, and identity, written by Project staff and consultants, define the knowledge, attitudes, and skills that need empahsis in curricula being developed. These guides provide standards against which curriculum units can be evaluated. Experimental intermediate and high school level curriculum units have been drafted, including "Patterns of Human Conflict," "Military Obligation and the Individual," "The Conflict Spiral," "The Valuing Process," "Conflicts over Environmental Issues," and "The Global Corporation." Inservice training and individual consultation make it possible for teachers to participate in experimental teaching of these units and in evaluation of published materials.

THE FOREIGN POLICY ASSOCIATION
345 East 46th Street
New York, New York 10017

The Foreign Policy Association, founded in 1918, is a national, nonpartisan, nonprofit organization devoted to world affairs education. FPA strives to develop an informed, thoughtful, and articulate public opinion on major issues of foreign policy, while taking no stand on political issues.

FPA's programs are designed to provide information and to bring the arguments for and against the main alternative courses of action confronting the U.S. in the conduct of its foreign policy under the spotlight of public opinion. FPA continues to seek new ways to encourage constructive discussion and debate among citizens in the conviction that such debate is essential to the democratic process.

FPA's many programs include "Great Decisions," organized around community discussion groups throughout the nation which study materials and topics prepared by the FPA. Consultation is available from FPA to civic groups wishing to involve their members in world affairs programs. FPA also offers informational briefs to members of Congress and congressional candidates, hoping in this way to focus concern on world affairs.

FPA has a tradition of many years of work with secondary schools. A two-year study prepared for the U.S. Office of Education contained recommendations for new thrusts in the teaching of world affairs. New Dimensions, a series of booklets developed by the FPA, suggests ways social studies teachers can enrich their teaching. A high school edition of "Great Decisions" is distributed by Holt, Rinehart and Winston, Inc., in cooperation

with FPA. The Headline series of informational booklets offers factual background and analysis on foreign policy topics and areas of the world.

THE INSTITUTE FOR WORLD ORDER
11 West 42nd Street
New York, New York 10036

The Institute for World Order, formerly the World Law Fund, is a private organization created in 1961 to engage in a variety of educational activities leading to the development of world order. Its School Program was established in 1963 for the furtherance of world order studies through development of curriculum materials and teaching methodology, and through training teachers in the use of such materials and methods. World order, as it is defined by the Institute in its basic research program and in its teaching materials, is a field of study exploring the obstacles to the realization of certain value-centered goals and seeking to devise appropriate strategies and methods for overcoming those obstacles and achieving those goals. The goals and values espoused by world order studies are war prevention and the minimization of violence among nations; promotion of economic welfare throughout the world; expanding the degree of social justice enjoyed by men and women by reducing injustice, discrimination, and exploitation; increasing the degree of participation by minority groups and individuals in making political decisions by expanding the democratic base of public policymaking to include more of those affected by such policies; and restoring the environmental balance by reversing the current lethal trends of ecological destruction of the planet.

Materials are currently being developed for grades 7-12, with the projected program of development ultimately to include all grades K-12. The materials presently available for use in the schools are most appropriate for grades 10-12. These are varied in form and complexity, but all are inquiry oriented in their approach and participatory in the learning style they encourage.

The Institute has developed a wide variety of teaching materials. Simulation as a teaching technique is a significant part of the Institute's program, and a number of simulation games and role-playing activities have been devised. The technique of model-building is also useful in helping to clarify ideas and determining what kinds of institutions may be required. The various exercises in model-building are excellently complemented by case study materials that enable students to speculate on how their models might work in specific crises.

The materials also seek to develop valuational skills that will enable students to make judgments about policies in terms of whether the policies lead toward values they prize or values they oppose because they do not benefit themselves or any of the groups of which they are a member, including mankind. Methodologically, world order depends heavily upon "futuristics" and attempts to develop skills of prediction and planning in connection with devising plans for preferred world systems.

The Institute invites inquiries from educators interested in the problems

of the survival of mankind on planet earth. Educators seeking information or assistance related to world order studies should write Betty Reardon, School Program Director of the Institute. (Excerpted from Intercom #2: "Teaching About War, Peace, Conflict, and Change," Volume 13, March/April 1971, pp. 58-60. New York: Center for War/Peace Studies. Charles Bloomstein, Editor.)

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